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ABSTRACT

Results of the Hmong Adult Literacy Program and related research efforts at California State University, Fresno are reported. The project offered English literacy classes to adults of the Hmong immigrant community from January 1993 through January 1994, employing seven Hmong teachers and four Hmong college students for translation and child care. Program activities included a newsletter prepared by parents and teachers, liaison with another Hmong literacy project (including communication between Hmong parents at each site), math literacy instruction, community involvement, computer-assisted instruction, literacy testing, and dissemination of program results. A principal research effort was an ethnographic study of Hmong adult learning behaviors. Results, reported here, include findings about cooperative learning behavior, concern with explicit direction and learning through example, humility, laughter, saving face, interaction with teachers, characteristics of effective teachers, reading aloud and speaking while writing, learning strategies, and motivation and literacy usage. Program effects on the children were also investigated. Implications for Hmong literacy instruction are discussed. Appended materials include a list of staff, class schedule, issues of the parent newsletter, sample math literacy materials, community integration materials, and sample student assessment materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Final Report

Hmong Adult Literacy Project

National Institute for Literacy

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Introduction

This final report outlines the results of the Hmong Adult Literacy Project program and research efforts. Many changes were made in the original program outline to adjust to the literacy needs and interests of the adult participants and the Hmong teachers. Administration of the program and collection of research information thus represented an on-going, formative evaluation approach that lead to programmatic adjustments and changes as problems were identified. The documentation of our approaches to problem solving and the detailed analysis included here regarding Hmong adult learning styles, needs, and uses for literacy will be of benefit for future program planning for adult refugee education. As noted in the section on other program effects, many of our approaches have been incorporated in a new local program funded by the state through the Refugee Resource Center in Fresno under a grant written for that program by one of this project's co-directors.

Time Line

Official notification of the grant award was not received by the University Foundation Office until November 30, 1992. For that reason, planning activities that did not require expenditures were completed in October and November. Hmong teachers were recruited and interviewed in December, 1992. After an interview by a panel of Hmong community representatives and the project directors (a process that included a check of the applicants' Hmong literacy skills), finalists were asked to prepare a lesson to be presented to Hmong parents at Mayfair School. In keeping with the Freireian approach, the final decision regarding which teachers to hire was left up to the parents who viewed the prepared lessons of each candidate. In late December, seven Hmong teachers, two females and five males, were hired by the project. In addition, a teacher coordinator was hired to help facilitate training and to help with testing activities. Four Hmong college students were also

hired to be translators and childcare providers during class hours. See Appendix A for the list of teachers and translators.

During several meetings between the teachers, translators, teacher coordinator, and project co-directors, classes were planned, materials were reviewed and ordered, and announcements of the classes were sent home with the children at Mayfair School. Classes began at the end of January. See Appendix B for a schedule of the classes. Since that time, over 180 parents have attended classes, with varying regularity. About 50 participants attended every week until the summer school vacations, with many attending more than one class per week. A few attended all the classes regularly. Classes were offered five days a week and were expanded to two hours per class at the request of participants and teachers. Classes specially devoted to writing with computers were requested by participants and teachers for Saturdays as well, but resources did not permit the addition of these classes.

Attendance slowed down in the summer and some classes were combined when two teachers left the project because they had been offered full-time positions elsewhere. In September, 1993, English classes were begun on a reduced schedule, with classes meeting two nights per week. The two Hmong teachers who had been teaching the writing and newsletter production class and whose English language skills were the best, continued on the project as English instructors. This continuity of teachers and approaches was important to continued participation.

The project was originally designed to teach Hmong literacy for one year and then study to transfer of these skills to the learning of English literacy. As expressed in both the original proposal and the mid-year report, the project directors had expected to be able to apply for an extension of the project through the National Institute for Literacy. The directors applied for but did not receive funding for continuation of this project from two funding agencies, one federal and one private foundation. We consider it a weakness of

the National Institute for Literacy funding approach to have offered only one year of funding and no possibility for renewal or extension. To develop a program and expect to see significant changes in the development of literacy in both the first and second language for adults is unrealistic. We recommend that future funding plans by the National Institute for Literacy consider longer funding periods and renewal to provide sufficient opportunity to complete the research on effective strategies that is so needed in the field.

Because our program was committed to providing English classes, we raised funds to continue classes until January 1994. Fresno Unified School district and Mayfair Elementary School (where the project was housed) gave the project almost $3,000 to continue classes. The School of Education and Human Development, California State University, Fresno, supported the project with approximately $7,000. The project co-directors donated their time for this extension and also picked up significant expenses from their own personal funds. The project was terminated in mid-January, 1994 when all funding sources were exhausted. Despite this extension, sufficient time was not available for extensive literacy development to have taken place in English. The project co-directors continue to seek sources to fund classes for the participants, but at present, no sources are available.

Examples of Program Activities

In the Freireian approach, students are in control of program content. We have facilitated the requests they made for curricular materials, community activities, a newsletter, and schedule flexibility. Class hours were extended the second month of the program because of the interest and demand from the parents. The following sections include a description of a sample of program activities designed by or requested by the Hmong parents and teachers.

Hmong Parents' Newsletter

Parents and teachers write for, type, edit, and produce the project newsletter. See Appendix C for copies. This newsletter is distributed to all the parents at Mayfair School and to the surrounding community. The newsletter provides class reading materials for lower level classes. Personal stories are included in the newsletter and the benefits such writing activities contribute to the meaning of literacy for these parents are clear.

Communication with Participants in Green Bay Hmong Literacy Project

Project directors from this project and the National Institute for Literacy project in Green Bay, Wisconsin, have arranged for the parents at each site to write to each other and exchange photographs. This has created a great deal of excitement and an equally great incentive to write and read the letters. See Appendix C for the newsletter that includes pictures and letters from the Green Bay participants.

Math Literacy

The teachers have been provided with a class set of inexpensive calculators and parents have learned to use these calculators as well as to do hand calculation of basic applied mathematics. These lessons were developed around the needs expressed by the parents and teachers. The lessons include calculation of sales tax, the addition of money spent on shopping, the calculation of percent reduction in cost, and other practical applications. See Appendix D for an example of math literacy lesson materials.

Integration with the Community: Empowerment

Hmong teachers and parent participants arranged visits from community leaders such as the Fresno mayoral candidates, city councilmen, and the chief of police. Having access to community leaders is an important step in fuller integration into the community. See

Appendix E for documentation of open meeting with chief of police and communication with city councilman.

Computers

Teachers and parents in the classes are learning to write on computers loaned to the project by the School of Education and Human Development, California State University, Fresno. Several of the newsletter articles have been typed by parents on these computers. Parents see an important need to learn how to use computers.

Testing

A pretest designed to assess the Hmong literacy skills and literacy skills in several other languages was given to all participants during the second month of the program. The Hmong literacy test used was developed by McGinn (1989). The brief literacy tests for English, Khmer, French, Vietnamese, Thai, Mien, Chinese, Lao, and a parallel Hmong test were adapted from tests provided to the project by the Center for Applied Linguistics. Even though students had been attending classes for a month before any testing was attempted, there was great resistance to the idea of testing at all. The group Hmong test results were largely unusable because of the cooperative nature of participants in handling any task in class. As described in the research report, the talking and discussion of the test was similar to the talking and discussion about any other class activity. It was impossible to get the parents (and the children who attended with them) not to talk during the testing and not to help each other. The classroom culture we expected and the understanding of testing importance could not be communicated to participants. The testing of other languages had similar problems. Because the pretest results had little meaning, it was decided that no posttest would be attempted. There is no doubt that students made progress in both Hmong and English, but our expectation of having quantifiable results did not fit the

background of the participants and their cultural orientation.

Dissemination of Results

As a result of the work done on this project, the co-directors have made a number of presentations nationally and locally. A publication will be submitted based on the paper presented at NABE. Cher Vang, the coordinator of the seven Hmong teachers, and the first Hmong teacher in Fresno, was co-presenter at the national conference in New Orleans sponsored by the Council on Adult Basic Education.

1. The Development and Study of Hmong Literacy: Ensuring the Future and Preserving the Past. Kang, Kuehn, Herrell. Paper, National Association for Bilingual Education, 23rd Annual International Conference. February 15-19, 1994. Los Angeles.
2. Refugees in the Educational System. Invited address, Kuehn. Refugee Information Exchange Conference. October 22, 1993, Anaheim.
3. L1 Literacy and the Adult ESL Learner. Kang and Herrell. California Council for Adult Education Conference. September 25, 1993, Bass Lake, California.
4. First Language and ESL Literacy Education for S.E. Asian Refugees. Kuehn and Vang. Commission on Adult Basic Education and the American Association of Adult and Continuing Education. June 10, 1993, New Orleans.
5. How to Assess Assessment Tools for Southeast Asian Adults. Kuehn. Workshop presented at Teaching Southeast Asian Refugees Conference. May 15, 1993, Fresno.
6. Native Language Literacy. Kang and Herrell. Teaching Southeast Asian Refugees Conference. May 15, 1993, Fresno.

Other Program Effects

Project co-directors collaborated in the preparation of a grant submitted by the Refugee Resource Center based on the approach of this project for development of adult

refugee first and second language literacy. The grant was awarded for funding a pilot adult literacy program using first and second language literacy instruction.

The seven Hmong teachers have gained valuable experience as teachers. One is now enrolled in a teacher education program. Another has been offered a position teaching Hmong at the local community college. The materials developed by the teachers have been shared with the new grant project awarded to the Refugee Resource Center.

The newsletter has served to give parents at the school experience in writing and publishing with computers. It has also contributed to preserving stories of individuals in the community and was used as reading material for all classes.

Mayfair Elementary School was awarded a Healthy Start Grant in part because of the parent education efforts like this project that the school supports.

Future Plans

In order to see the effects of first language literacy transfer on English literacy skills, a longer time period is needed to develop first language skills and more planning and training are needed to introduce the ESL curriculum. Project directors will continue to seek funding for the extension of this project to complete the research on literacy skills transfer and the effects of emerging adult literacy on the family.

Report on Qualitative Research:

Background

There has been a notable lack of success in programs to teach English language and literacy to Hmong adults in various federal, state, and private programs. Many of the English as a Second Language (ESL) programs such as classes offered through GAIN (Greater Avenues for Independence) are generally not content-relevant for adult Hmong needs and/or demand prior literacy skills, but are required as part of the public assistance

this refugee population receives. Weinstein-Shr and Lewis (1989) report that the language, survival functions, and situations assumed in some ESL curriculum and texts for adults did not match the reality in which refugees exist and the situations for which they used language. Downing et al. (1984) argue that a major part of the problem that Hmong students face in learning English is a lack of first language literacy as well as the absence of formal schooling experience. Atkinson (1988) states that the reason that learners without literacy skills may lose interest in some ESL programs is that students cannot keep up in ESL classes due to difficulties in coping with learning both a second language and literacy skills at the same time. Speaking on educational policy and the Hmong, Strouse (1989) sees one of the problems in the education of Hmong adults in different programs was that aspects of some programs were ethnically inappropriate, with some programs containing a curriculum that was unsuitable for illiterates and that failed to take into account the cultural gap that Hmong face. In addition to this, some native-English speaking teachers in ESL programs may not be familiar with Hmong culture and learning styles, leading to potential misinterpretations, frustrations, and problems due to lack of understanding between teachers and students. In short, problems in the relevance of curriculum to the realities and needs of students, lack of first language literacy to help cope with second language and literacy development, and cultural differences may be among the major sources of failures for programs designed for Hmong adult students.

These are some problems this project sought to address in its implementation of the Hmong literacy program and the related research. One of the main goals of the program was to help adults develop Hmong literacy skills so that, among other reasons, they may be better prepared to develop second language and literacy skills later on. While future research goals include the study of potential effects that first language literacy development may have on second language and literacy development and on transfer of skills, research in this part of the project focused on culturally influenced learning behaviors that Hmong

adult students exhibit in the classroom and the uses that Hmong adults have for Hmong literacy skills. In order to keep a curriculum relevant to the needs and realities of the Hmong adults, one has to keep abreast of the uses which Hmong have for their literacy skills and the motivations they have for developing literacy. Thus one purpose of this research was to gain information to help keep the curriculum of this and other Hmong literacy programs relevant to the needs and uses of Hmong adults. Another purpose was to identify and describe Hmong learning behaviors that may lead to potential misinterpretations of Hmong students' verbal and nonverbal actions and intentions and inhibit their development of language and literacy skills.

Studies of the learning behaviors of Hmong students have generally attempted to describe them in terms of cognitive and perceptual styles. Worthley (1987), on the basis of data collected from the Group Embedded Figures Test among Hmong refugee students, concluded that Hmong adult male students are primarily field dependent in learning style and use primarily global problem solving strategies. Hvitfeldt (1986), in a microethnographic study of Hmong adults in an English as a second language and literacy class, identified several types of Hmong classroom learning behaviors and discussed them in terms of field dependence/independence, reliance on internal versus external frames of reference, and holistic versus analytical perceptual style.

The focus of this study, as with Hvitfeldt's, was on the identification and description of classroom learning behaviors of Hmong adult students. Hvitfeldt's study was valuable in, among other things, providing descriptions of three areas of classroom behavior: student roles and teacher roles, personalization of interaction and content, and classroom activity strategies. As with Hvitfeldt's study, this study sought to identify and describe classroom learning behaviors of Hmong adults. However, the focus was on more in-depth analysis and description of student learning behaviors more in terms of influences from the students' culture-specific background knowledge that they have built up through a lifetime of social

interaction in Hmong society and culture rather than in terms of field dependence and perceptual style.

The purpose of the study was to investigate how Hmong literacy is learned and how it is used by Hmong adults. Research questions studied in this qualitative study were:

What specific learning behaviors are manifested in the Hmong adult literacy classroom?

What overt learning strategies do Hmong adults use to learn literacy skills?

What are the major motivations for Hmong adults to learn Hmong literacy skills?

What are the specific uses Hmong adults have for Hmong literacy skills?

Method

An ethnographic study of Hmong classroom behavior was carried out in a Hmong adult literacy class. Enrollment was open, and there were generally eight to twenty adult men and women of ages twenty five to sixty in attendance at any given time. The majority of students were female, and children also attended classes along with their parents.

The main research strategies employed were non-participant observation, interviews with students, teachers, and cultural informants, teacher observation and recording of verbal and nonverbal behavior, videotaping of classes, and a survey of Hmong literacy usage. The researchers observed two classes per week for a period of sixteen weeks, then conducted an intensive observation of classes four days per week for eight weeks. Native Hmong research assistants/cultural informants were present at the observations to translate verbal behavior and provide cultural information on observed verbal and nonverbal behavior. Field notes of the observations, including descriptions of behavior, transcriptions of translated discourse, and information from cultural informants were kept. Teachers recorded and interpreted observations of verbal and nonverbal behavior on a daily basis. To supplement the observations, two classes per week were videotaped. Twenty hours of

these videotapes were translated and transcribed for data analysis. Due to excessively high costs of translation and transcription, the remaining tapes were viewed together with a cultural informant and translator.

Surveys were conducted among the general Hmong population by native Hmong-speaking research assistants. Subjects were randomly selected from a Hmong phone book and surveyed by telephone. The surveys of ninety two subjects who reported having Hmong literacy skills were used for analysis.

Results:

Cooperative Learning Behavior

The most obvious and ubiquitous classroom behavior that was observed by the non-participant researcher and mentioned in most of the teacher observation reports of verbal and physical behavior was the practice of students continually learning from each other and checking each other's accuracy on different reading, writing, and math tasks. The classroom was usually a continual buzz, with students continually interacting with each other, asking help from and giving help to their peers, looking over other students' shoulders. Help was continually given by students to each other, often unsolicited. Students were very sensitive to those around them and had a keen sense when other students needed help, giving help at the first sign of problem (which was usually when a student stopped what he/she was doing and looked around, laughed at his/her own mistake, leaned back and forth, or exhibited some other verbal or nonverbal behavior indicative of a problem with the task at hand). Students would pair up or form groups without teacher direction. Some students would teach each other words and sounds by, for example, saying it for other students and having them repeat after them many times. Some students read aloud together, one pointing to the words being read for the other. One student would help another fill in missing words in worksheet activities. In writing activities, students would

constantly be looking over each other's shoulders to see what their neighbors were writing and making comments on their own or their neighbor's writing. Sometimes they would exchange, read, and discuss each other's writing. Since there was open enrollment, there would usually be a mix of new students and old students. The old students would watch and check to see if the new students were having any problems (which was often the case) and help them. Parents often brought older children to class with them. On many occasions, children were seen helping their mothers and younger siblings in reading and math activities.

Even when the students were taking tests, they would still be continually looking over each other's shoulders, comparing and verifying their work with their neighbors and asking questions. Some of the teachers tried to prohibit this practice, usually with temporary and limited success as students would eventually revert back to this habit. (See section on testing above).

Concern with Explicit Direction and Learning Through Example

There was also a great concern with exactness and clarification. When teachers would direct the class to do an activity, the non-participant observer noticed that an increase in the noise and interaction level would immediately follow the directions. In queries to research assistants in the class at the time of several such instances, it was explained that the students were checking with each other to clarify the instructions and make sure that they all understood what was expected. There was a great concern among students to know exactly what was asked of them. This was particularly true when students were asked to take a test. Students would be continually asking their classmates for clarification of questions and looking at what their peers were doing. If they could not find out from their peers, students would ask the teacher to clarify the questions and give examples, saying things such as:

"I don't understand what this question means."

"Could you give me an example?"

"Do you mean...?"

During one test in particular, it took most of the class time for the teacher to answer questions on and clarify almost every single question on the test. Even straightforward questions that asked for simple facts from the readings, such as "What year did the general come to this country?" was met by questions of "What do you mean?" and requests for examples, at which point the teacher would come up with examples such as, "When did you come the U.S. from Thailand?"

In fact, learning from examples and demonstrations seemed to be a major style of learning among most students. Particularly in the math lessons, there were constant requests for examples and for the teacher to demonstrate on the board. Also, it was observed that, in most instances, the help that was given, solicited or unsolicited, among peers was in the form of modeling. Unless a student specifically asked another student for an explanation, the person giving help would generally just do the particular task for another student instead of explaining how to do it. When research assistants and teachers were questioned about this, they explained that, when students asked peers for help, peers were expected to do what was asked for others. They further explained that it would be considered rude to try to tell and explain how something was done instead of simply showing them by doing it, unless a student asked for an explanation. One researcher experienced this first hand when a student asked for help on a math problem. As the researcher's teaching style in general was helping students discover for themselves how to do something, the researcher encouraged the student to try to figure it out with guidance from the researcher. The student seemed to become a little upset, then turned and asked another student to write the answer.

Humbleness

Some of the most common phrases continually heard throughout the observations were:

"I don't know well, but..."

"I'm not sure but I'll try..."

"I'm embarrassed to say this, but..."

"I don't know the answer, but..."

Every single student observed would say something such as this whenever he or she was asked to do or answer something by the teacher. Students would not volunteer answers, and were generally hesitant to even answer when called upon, even when they knew the answer. When a teacher would ask a student a question, the first response would usually be "I don't know." After further prompting (if the teacher perceived that they did know the answer), students would then give their answer. Even the male and female teachers, when they would give researchers their logs and observations would generally say things along the lines of "I'm embarrassed to give you what I have written..." as they handed over the materials. According to the cultural informants, this was in line with Hmong culture, as there is a general tendency for one to avoid the appearance of "showing off". If students volunteered many answers, asked a lot of questions or talked a lot, they were considered "show-offs" by other students, as in the case of two particular students.

It was observed by three research assistants that teachers and students would not give each other direct compliments. A teacher would only directly compliment a group or the whole class, not an individual. Teachers and students would only give individual compliments indirectly, such as through a third party (usually a research assistant) or to the group.

Laughter

Laughter also was a common occurrence in the classroom, so much so that one American observer was disturbed, thinking that the students did not take their education seriously. However, this laughter indicated several things that were quite different from such an observation. Students generally giggled or laughed whenever they made a mistake, were having problems, or were not sure of what they were doing or answers they were giving. This is one of the ways teachers could tell who was having problems. New students in particular, when they were lost in the class, tended to giggle. One could almost guess which students were new and which weren't by judging the amount of giggles and laughter that emanated from each student. Whenever one student laughed after making a mistake, other students around him or her would also laugh. According to the research assistants, this was meant as a show of support as a way of "softening the mistake" as they put it. It is a way of helping the student save face when he or she made a mistake. Also, when students handed in their assignments, laughter, along with phrases such as, "I don't think it's very good" was a way of showing their humbleness.

Saving Face

Saving face was another rationale for some of the behavior, such as the laughing with someone, observed in the classroom. Students were very nervous about performing in front of the class for fear of making mistakes and looking bad or foolish. Students were very reluctant to go to the board and write, although some of the teachers would have students do this. In one particular instance, the observer heard a male student make this comment to the class on the way to the board, "When you watch someone do it, you know it, but when it comes to actually doing it, especially in front of everybody on the board, you get forgetful."

The research assistant in the class, after translating this, informed the observer that

this was the student's way of saving face. Prefacing his performance with this remark was a way of implying that any potential mistake was not necessarily due to his lack of ability or knowledge but of forgetfulness while performing in front of everyone. Another student said that she felt humiliated when she read aloud and said something wrong, and that this fear was holding her back.

The concern with saving face presented some problems to the program. It was initially decided, upon request by the students and some teachers, to have separate classes for the men and women. However, many of the students, both male and female, were so motivated to learn that they would come to every class they could, so the classes quickly became mixed. However, perhaps because of this mixture and the problems it presented for face-saving, some of the male students stopped coming to the classes.

Interaction with Teachers

The classrooms were teacher-centered and directed. The teachers selected all the tasks and assignments to be done. At the beginning of the course, one researcher suggested to some of the teachers to get some input from the students as to what they themselves wanted to learn. The resulting responses from the students were generally laughter, puzzled looks, and comments such as, "I don't know," "We are stupid," and "Go ahead and do whatever you want." The teachers and one cultural informant explained to us that, in the Hmong culture, it is the teacher's job to know what to teach. Students would not tell teachers their opinions on this because it would be considered rude to tell a teacher what to do. Also, as mentioned above, students would generally ask for help from their peers and rarely from the teacher. It was explained that students ask the teacher as the last resort out of respect, as asking the teacher means (to the students) that you are giving them extra work.

One other aspect of teacher-student interaction was that students would not make

eye-contact with teachers. According to teachers and students, it would be disrespectful to look the teacher directly in the eyes.

Characteristics of Effective Teachers

It was observed that certain teachers, particularly one female teacher, were quite effective in terms of student attendance and production. Six students were interviewed as to what made teachers in general, and the female teacher in particular, good teachers. The traits that the interviewees considered most important were sincerity, the ability to motivate students, and the ability to teach students without putting students into situations which would embarrass them or cause them to lose face. The relationship between a teacher and students was very important, and a teacher who was sincere and truly cared that his or her students learn was very highly regarded by all those interviewed. One student put it best by saying, "If we [students] don't open our hearts, nothing will penetrate." Empathy was considered to be a major asset of a sincere teacher. Students said that teachers should understand the difficulties and frustrations that they face in learning how to read, write, and do math. Two students mentioned that a sincere teacher was also one who gave homework. Students also indicated how important it is that the teacher be a good motivator who knows how to encourage students, who makes students want to learn and who doesn't act superior or condescending toward students. Finally, students expressed how important it is that a teacher not put students in embarrassing situations. There is a big concern with keeping face. Given a choice to compare these traits with traits such as excellent teaching techniques and different approaches to teaching, students still rated them as most important. Other aspects of good teachers that students mentioned included knowledge of Hmong culture and knowledge of White and Green Hmong.

After careful observation of one particular teacher that most students felt was the most effective teacher, further interviews with cultural informants, students, and the teacher

in question were conducted and other characteristics that were considered very important in a teacher came to light. The teacher was very good at reading students' nonverbal language and inferring their intentions, interests, and desires. The teacher could readily sense when students were having difficulties and was quick to adjust to make the instructions more comprehensible without putting any attention on those having difficulties. As mentioned above, students would usually say that they understood even if they didn't so as to be polite and not place additional burdens on the teacher on their account. When asked, the teacher and another cultural informant said that it is the teacher's job to figure out if students are understanding the lesson or not in the Hmong culture. When asked how she did this, the teacher mentioned that she could sense from their facial expressions and eyes, the way they looked around at others, and from body language such as leaning back and forth. The teacher also mentioned that students would usually chuckle when they were having problems.

If students were having difficulties understanding, it was also observed that when the teacher became aware that the students didn't understand, she often blamed herself for their lack of understanding, saying that she had not made herself clear or explained something well. She also empathized with students and their problems, sometimes saying that it must be difficult to learn, talking about problems she had had when she learned to read and write, mentioning that she had to learn certain things over and over before it stuck, etc.

The most effective teacher was also adept at quickly ascertaining whether a student really didn't know an answer, at which point she didn't press the student, or whether the student was just being humble and really knew the answer, at which point she encouraged the student to answer. The teacher would indirectly correct minor errors and, for more serious mistakes, talk to the individual students themselves without letting other students hear. The teacher also never complimented an individual student personally in class. All

this is related to not embarrassing the student, as singling out students, for either praise, criticism, or identification of individual problems, may be embarrassing to the student.

The teacher also seemed sensitive to what students wanted to learn without having to ask them. As mentioned above, students expect the teacher to know best, and this particular teacher was able to infer what activities and topics were most interesting and relevant to their lives. Her students always seemed very involved in the activities and discussions in her class, and topics the teacher based lessons on included ones such as family issues, culture, generation gap, cultural conflicts, marriage, sickness, and other topics that were relevant to students' immediate lives.

Reading Aloud and Speaking while Writing

One of the most constant behaviors observed was the practice of students reading aloud as they read and speaking aloud as they wrote. Only some, not all, of the children who accompanied parents to class would read aloud, but all of the adults would. This was not just sounding out words they had problems with (although they did do that as well) nor was it reading aloud round-robin style by direction of the teacher, as many students were very uncomfortable reading aloud in front of many people and would read only loud enough for themselves or immediate neighbors to hear. The practice described here was consistent individual reading aloud no matter how fluently students read or wrote. They would read aloud when reading a story or text by themselves (usually in a quiet voice or whispering, almost to the point of subvocalizing). They would read aloud when reading in pairs. They would read aloud to themselves what was written on the blackboard while copying it down. They would speak aloud when they were doing writing exercises or free writing. When asked why they did this, students responded in a variety of ways such as, "I want to hear how I sound," "I can tell whether it sounds alright or not," "I want to hear if I am reading alright," "There is not much difference between oral and written language."

In general, most students interviewed stated that they understood better when they heard what they were reading and that it was easier to write when they verbalized their thoughts as they wrote them.

Learning Strategies

The most consistent strategy observed or reported in the teacher observations was the strategy of using imagery as a memory aid, in which students associate a letter with a picture. Students were observed drawing a flower next to the letter P or a cat on top of M (the letters begin words that stand for flower or cat), or associating the letter S with a snake.

Many if not most of the students were either observed using or reported using such imagery. There are isolated reports or observations of other strategies, such as using letters in a song as a memory aid, relating letters to friend's and family member's names, focusing on visually salient features of letters to distinguish and remember, associating sounds of letters and animal sounds, visualizing objects from their memory of their country and farm (such as cows and chickens) to use as aids in math, using physical responses such as hand movements to remember tone group markings, practice through repetition, taking notes (a very common strategy), and highlighting (particularly color-coding or making different symbols).

Motivation and Literacy Usage Among the Hmong

When asked, the main reason that most of the Hmong students gave for wanting to learn how to read and write in Hmong was the maintenance and preservation of their culture. Many of them expressed the fear that if concerned Hmong people do not write down everything about their culture, including stories, folktales, what it was like in the home country, tradition and history, etc., that it will all disappear when the current generation dies.

Initially, there was great concern that their children learn to speak and function in English in order to survive and succeed here, but now there is an even greater concern that children are losing the Hmong language and/or are not developing Hmong literacy skills, do not understand the Hmong heritage, and will not be able to pass on this knowledge to their descendants. Parents felt that by learning to write Hmong, they could now make a difference, as they were unable before to adequately express information about their history and culture in English. Many said that their experiences and "deep inner feelings" could not be interpreted the same way in English. Many said that there was no excuse for being illiterate in Hmong.

These concerns were expressed throughout the project classes by student after student, and the regulars, those who came month after month, were determined to do something about it. Initially set up with alternating class days for men and women, many men and women began attending everyday and the classes became mixed. Although the classes were for adults, both men and women began bringing their children to learn. By July, men and women began asking teachers if they could have another Hmong teacher within the classroom to specifically teach the children attending the course.

Most of the women who regularly attended expressed the desire to teach their children how to read and write in Hmong. Two women expressed the opinion that learning Hmong literacy was a way of getting some "power" back, that now they could show their children that they could read and write and teach them. Some of these housewives in particular were very determined to learn. Three of these students continued to attend class without absences even with deaths among their relatives. One group of housewives became very angry at people who would come late or be absent and the class and would try to think up penalties for those people. Two students suggested several times that the group stay at school until people come or until midnight at least in order to shame those who were late or absent. Teachers had to explain to them that the school would not allow

this.

Another main reason for learning Hmong literacy skills that students reported was for communication with family members, relatives, and friends left behind in Laos or refugee camps in Thailand and in other parts of the U. S. Some students also expressed a desire to keep up with what was happening in the community, in the U. S. and back in Laos. A number of students who eventually wanted to get into ESL classes told the researchers that they thought that studying Hmong literacy would help when they began learning ESL: "It's common sense," one student replied when asked why Hmong literacy would help with English.

Materials read and written throughout the course reflected these motivations of the students to develop Hmong literacy. Most of the students chose to write about their experiences escaping from the Communists in order to add material to the history of the Hmong. Folktales and stories were commonly-chosen reading material. Many students reported reading and writing personal correspondence to relatives and friends in Laos, Thailand, and other states in the U. S. One of the most successful classroom exercises in terms of quality and quantity of student production, according to the teacher observation log, was an assignment to respond to letters sent by parents in a similar literacy class in Wisconsin. In the next class period, students excitedly exchanged letters they had written with other students and read them, and the teachers commented that it was the first time that some of the students had successfully completed and turned in assignments and that students "were proud of themselves." A newsletter was also periodically written and published by the students and staff, with news about the community and the world at large (see Appendix C).

A survey taken among the general Hmong population in Fresno also reflected many of the motivations and uses that students reported. Among ninety two adults who reported possessing some degree of Hmong literacy skills, over sixty nine percent reported reading

personal correspondence from family, relatives, and friends in Laos and Thailand and seventy nine percent reported writing letters to same. Forty percent reported reading newspapers and newsletters, with the Hmong Times the most commonly read one. Thirty nine percent reported reading literature and over thirty one percent reported writing some form of literature (usually stories and poetry). Only sixteen percent reported reading official correspondence in Hmong, mainly consisting of correspondence from their children's school, Department of Social Services, the Lao Family and Hmong Councils, and the utility company. Thirty eight percent reported writing notes and messages in Hmong, thirty three percent wrote lists in Hmong, and twenty nine percent reported reading brochures and pamphlets written in Hmong (mostly health brochures). Thirty eight percent reported reading in Hmong for other practical purposes, including reading phone books, advertisements, signs, notes, and flyers.

When asked in the survey if it was important for Hmong people to be able to read and write in their own language, seventy nine percent said that it was important while twenty one percent thought it was not important. All those reporting that it was not important (as well as three who said that it was) stated that literacy in Hmong was not used or useful to Hmong people here in America. Among those who stated that it was important, twenty eight percent stated simply that Hmong people should know how to read and write their own language, twenty six percent stated some kind of practical reason, and twenty two percent said that it was important in order to retain their language and culture.

The survey included questions about where and how long people had studied Hmong literacy, from whom they had studied, and what materials they had used. Among the sixty two people who had answered where they had learned, over forty three percent had learned it in Laos, forty two percent had learned in the refugee camps in Thailand, and sixteen percent here in the U.S. Among the seventy people who stated from whom they had learned Hmong literacy, over twenty eight percent learned from family and relatives,

twenty percent from school, sixteen percent from the church (either from a priest or church teachers), thirteen percent were self taught, twelve percent learned from friends, and eleven percent learned in the military in Laos. Of the forty five people who stated how long they had studied Hmong literacy, fifteen percent had studied only one to two weeks, over thirty five percent had studied from one to three months, eighteen percent had learned from four to six months, and twenty percent had studied from one to three years. Finally, among the forty eight people who stated what material they had used to learn Hmong literacy skills, seventy three percent stated that they had used a primer or textbook, fifteen percent regular books printed in Hmong, and eight percent from the bible.

Effects on the Children

Before the Hmong classes were begun in January, 1993, all Hmong children at Mayfair Elementary School (n=467) were interviewed and participated in a Q-Sort Activity in which they were asked to identify pictures related to activities in which they had seen their mother, father, and teacher participate. See Appendix F for example of Q-Sort materials and interview protocol. These interviews were conducted by Hmong university students in Hmong or English, depending on the preference of the child. This activity revealed that the children saw little reading and writing activity in their homes. When the children were read to, the readers were usually older siblings. when mail came to the house, the reading of the mail was usually a family project with older siblings reading the english mail and someone outside the immediate family, usually a family friend or relative, reading any Hmong mail.

The Q-Sort Activity was not easily understood by the younger children. They often named something from the picture and when asked, "Does your mother do this?" they frequently remained silent or shrugged their shoulders. Older students often answered "yes" to everything as if they were embarrassed to answer otherwise or were answering the way

they thought the researcher expected them to. for this reason, the Q-Sort was not repeated as a post test activity for the children. Instead, interviews were conducted with the children of parents who attended Hmong classes regularly and with a randomly selected sample of children whose parents had not attended classes. These interviews were compared with the interviews conducted in December, 1992 and January, 1993 prior to the start of the Hmong classes. The results showed increased interactions with literacy events in the homes where the parents were attending classes and little or no change in the homes on non-attendees. In addition, the children of attendees either expressed a desire to read and write Hmong themselves, or talked more about learning to read and write in Hmong themselves, being able to read letters from friends and family still in Thailand or living elsewhere in the United States. The interviews were often confusing because many of the children had accompanied mothers to Hmong class on several occasions and often interacted with their parents as the parents did homework, thus learning some level of Hmong literacy along with their parents. As a results, children were often probably answering the questions with regard to their own feelings about learning Hmong rather than relating the questions to their parents. For example:

Interviewer	"Do you see your parents reading and writing in Hmong at home?"
Child	"I'm learning to read Hmong. I can help my mom do her homework."
Interviewer	"Does your mom do Hmong homework?"
Child	"I have to help her."

The impression given is that the parent is reading Hmong at home and that the child is learning Hmong also. The focus of the child, however, is more on the role he/she plays in this interaction. When asked if family members are writing letters to friends and family, more than half the children of attendees answered "yes", compared to twenty-one percent prior to the project beginning. This seems to be the most frequent literacy event noticed by the children. Because of this, many of the children volunteered information they had gained

about their family still in Asia or living elsewhere in the U.S.

Other activities noted by children of attendees included those summarized below. The sample sizes for these questions were 23 children of attendees and 24 children of non-attendees.

Literacy Activity		Pre-classes Interviews	Post-classes Interviews
Parents read Hmong newspaper			
	Attendees	8%	48%
	Non-attendees	8	8
Child involved in shared homework activities, including English homework for adult ESL classes			
	Attendees	0	17
	Non-attendees	0	4
Parents attempting to teach the Hmong alphabet to the child			
	Attendees	0	34
	Non-attendees	0	0
Child mentioned a desire to learn to read or write Hmong			
	Attendees	0	47
	Non-attendees	0	4

Although the samples were small for the post-class interview, the contrasts in their responses show that the literacy events in the homes of attendees changed significantly during the course of the Hmong Adult Literacy Project classes at Mayfair Elementary. The children of attendees were experiencing more literacy events in the home and were more interested in learning to read and write in Hmong. the interactions between parents and children in the homes of attendees were more likely to include reading and writing events.

Interviews with the teachers of Hmong children at Mayfair also revealed that the children frequently mentioned the fact that their parents were learning to read and write

Hmong and that they, too, were learning Hmong reading and writing. When asked to make a list of the children who had shared such information, the teachers listed 37 different children of attendees, and no children of non-attendees. The teachers also noted that parents attending the Hmong literacy classes were more likely to attend parent conferences than were the parents who did not attend classes. The teachers attributed this to increased self-esteem and/or interest in school on the part of these parents.

In summary, the effects of the Hmong Adult Literacy Project on the children of attendees show an increase in literacy activities in the home, an increased interest in Hmong literacy on the part of the children of attendees, and increased attendance at parent conferences and meetings of the parents. These are all factors that have been shown to relate positively to school achievement in children. Due to the short duration of the project, conclusions must remain tentative. It does appear, however, that parent involvement in first language literacy instruction has positive effects on the children of attendees.

Discussion of the Results and Implications

These descriptions portray consistent and related patterns of behavior that are influenced by the cultural background and knowledge that Hmong adult students bring to the classroom. Though some behavior may be consistent with descriptions of certain cognitive styles such as field dependency, matching Hmong behavior to cognitive styles that are "dominant" within a particular culture is not the focus of this study, and any attempts to correlate Hmong student behavior with such here would be largely speculation. The focus here will be on cultural influences on behavior and implications that these findings have for teachers, administrators, and other educational professionals.

Helping and learning from each other was the most common behavior observed in the classroom. According to cultural informants and interviews with some of the students, this cooperative behavior has its roots in the importance placed to the group over the

individual in Hmong culture. The extended family, or household, is the basic unit of society, and the welfare and needs of this unit take precedence over those of the individual. Being sensitive and helpful to each other is important for keeping harmony within the family. As one informant explained, if one student knew an answer but failed to help another who didn't, he/she would be considered selfish. Also, within the extended family, the education and training of children is not solely the responsibility of the parent but of the extended family as a unit. Everyone within the household takes part in the informal education and training of younger children.

It would seem from the observations that pairs and small groups may be the ideal units for learning in the classroom. While individual and whole class activities may also have a place, total reliance on such would thwart Hmong adults' inclinations toward helping and teaching others and may serve to inhibit student learning. Cooperative learning groups may have a place, since such learning structures would not inhibit group members from helping each other. However, in many cooperative learning activities, students are assigned different tasks, and pair and small group activities in which students work on the same or similar tasks may be more in line with the way Hmong students work together.

Behaviors such as learning through examples and laughter were also commonly observed. Hmong students frequent requests for examples may be a way for them to get more information to relate to a known, personal context through which to interpret and incorporate what is being taught into their background knowledge. It may also be a culture-based learning style. When students were asked, a common response was that it is just the way they learned. Citing research by the Center for Applied Linguistics, Walker (1989) states that the learning style of Hmong children is mainly learning by doing, observation, and example. "Young people watch and listen while cloth is woven, fields plowed and tools made. If they learn a second language they do so by working alongside people from other villages...They learn by example." (Center for Applied Linguistics, 1984; cited in Walker,

1989, p. 8)

Judging from the observations of this study and others, learning by observation and example seems to be one of the preferred learning styles common among Hmong students. In the classroom, frequent use of concrete examples through which students can contextualize what they are learning in terms of their own experiences and background knowledge may be more effective than other instructional strategies. For teaching skills such as higher order reading skills, a form of reciprocal teaching which utilizes modeling and demonstration may be more appropriate.

In terms of the behaviors of speaking aloud while both reading and writing, some informants believe that this is related to the oral traditions of the Hmong culture. However, the data so far are inconclusive, and no such claims are made here. A number of students have said that they believed that they comprehended and composed better if they spoke aloud. However, there were also reports, some by the same students who believe that they understand better by reading aloud, that some students have a difficult time remembering earlier parts of the text they have read as they progress further through the text. It seems that these students are paying so much attention and cognitive processing capacity to decoding the text that there is little left for comprehension. Though the students are not always "sounding out" words, this reading aloud may actually be contributing to their difficulties in comprehension and recall. The teaching emphasis of the literacy classes also contributed to this overreliance on decoding at the expense of higher order comprehension skills. Throughout much of the coursework in the project, emphasis by both the teachers and students was generally on learning consonants, vowels, blends and clusters, tone marks, etc., more as isolated bits than in a context. This pre-occupation with part to whole runs counter to some observations of Hmong students as having a whole to part learning style (Hvitfeldt, 1986). However, this emphasis on part to whole phonics may be more of a result of exposure to styles that have been ingrained upon teachers and students from their

prior experiences in learning literacy skills in other educational situations. Both teachers and students resisted attempts to get them to rely less on a phonics approach and more on whole-language and literature-based approaches in which the emphasis is on reading text in context rather than individual letters. All of the teachers, and many of the students, have experienced phonic approaches in their home country or in the refugee camps in Thailand, according to the teachers and research assistants, and feel that any other way is not real teaching, not being serious. Though some students' comprehension did seem to improve as they began decoding more efficiently later in the course, an earlier emphasis on comprehension may have produced better results. Conflicts concerning the concepts of the reading and learning-to-read process between the students and teachers on one hand and the program developers on the other often lead to situations where, even if presumably more effective ways of teaching reading had been implemented, success may have been more limited due to both teacher and student beliefs and resistance.

In a future program in which these Hmong students (or any Hmong students already literate in Hmong) begin to develop English literacy and language skills, the Language Experience Approach may at least initially be a more effective approach for literacy development in English. This approach uses language produced by the students, either orally or in writing, as the text through which reading skills are taught. If students read text with vocabulary and structure they haven't learned yet, it may encourage them to rely on decoding and "sounding out" the words. Giving students exposure to reading over and over English words that they know may help them to begin processing the words more holistically.

In any class, whether Hmong literacy or ESL, for Hmong students, teachers have an advantage when they know the students and culture they are dealing with. Knowledge through which to interpret certain classroom verbal and nonverbal behaviors of students from different cultures is an important asset to any effective teacher. Student laughter may

not necessarily mean that some students are goofing off, not taking the class seriously, or enjoying themselves. As mentioned earlier, it may signal problems, mistakes, and embarrassment, or a sign of support or commiseration from one student to another. The failure to look a teacher in the eyes may be more out of respect than deviousness or discomfort. Cries of "I don't know" and other statements of incapability and uncertainty, including laughter, may sometimes be a way for students to appear humble and avoid being a show-off. Such behavior may suggest that the student be further encouraged to answer. At other times it may signal lack of knowledge, frustration, and inability to answer or perform. Many times Hmong students said that they didn't know anything or that they were too old or stupid to learn (even 30 year old men and women expressed this). Students at times were quite insecure about their abilities to learn, and this showed up in observations as well as teacher observation logs time and again. A teacher has to recognize when cries of "I don't know" and such are real or just a way of not appearing to be a show-off.

In any effort to reach students and help them learn in the most effective way possible, a sincere teacher who can understand their difficulties and frustrations and encourage them to do their best may, with some students, be more important than any other aspect of the teacher's professional behavior and instructional strategies. Above all, it seems that Hmong students place a high value on teacher sincerity. Students can tell when a teacher is just going through the motions or is sincere about wanting to help students learn and better their lives. Though this may be true of students in general, it is particularly important for adult Hmong students.

Understanding what can be potentially embarrassing to students and trying to avoid situations in which they may be embarrassed or lose face is another important asset. Teaching styles and instructional strategies that call for student performance and demonstrations of competence in front of the whole class may put some students in the position of potentially losing face. This seems to be particularly the case of some Hmong

men who became increasingly discouraged and dropped out after having to perform in front of the group and making mistakes at the board and orally in front of other male friends, women and children. Finding alternative ways for some students to perform, ones that are less anxiety-provoking or less likely to cause students to appear foolish and lose face, may not only help such students get more in-class practice but may also help to keep them in class. Group work, in which students are working with people they are comfortable with and in front of a much smaller audience, is a less threatening arena for student performance and practice.

An effective teacher motivates students. Part of that motivation is knowing what students are interested in and what is useful and relevant to their immediate lives. For Hmong adults, maintenance of language and culture, correspondence with relatives and friends, and gaining information about the community, their home country, and the world at large seem to be the main things that drive efforts to achieve literacy in Hmong. Also, a number of Hmong students have stated a belief that developing literacy in Hmong will help them later in their studies of English as a Second Language. Many of the students in this project did express a motivation to learn English, and some would ask teachers to let them take home for study copies of English language newspapers that teachers sometimes brought. However, for second language literacy and language development, a different set of motivational factors may apply. As Weinstein-Shr and Lewis (1989) found, assumptions about language and literacy skills that Hmong or other second language students need to survive may not always hold true. For any English as a Second Language program to be successful, information about these motivational factors and the purposes for which Hmong have both immediate and long-term need for English language and literacy must be gathered through observation, survey, interviews, and/or any other appropriate measure.

Most of the learning strategies observed or reported for learning individual letters and consonant clusters were visually oriented, as students made associations between objects

they visualized and physical features of letters or associations between visualized objects and sounds of letters. For learning math, much fewer overt learning strategies were observed, and a lack of effective strategies may have had an effect upon learning, as most of the complaints about forgetting at home what they learned in school that were observed or reported in teacher observation logs occurred in the math lessons. However, there may have been covert and unobservable strategy usage that occurred during math classes that was not observed, and teachers' logs sometimes reflected comments concerning combined literacy and math classes, so this speculation cannot be confirmed by the data gathered here.

To help students develop effective learning strategies, teachers may experiment with introducing different strategies in the classroom for student consideration. For example, for learning vocabulary, the Keyword Method, in which visual associations are made between meaning and sounds, may work for some Hmong students. However, it is important for teachers not to assume that one particular learning strategy or type of strategy would work for all students of a particular culture. A number of other individual learning strategies were observed, and among any group of students from any culture, individual variation in the learning strategies students use may be greater that one may think. Different strategies may be introduced and covered in lessons, but they may not work for all. It is important for teachers to help students discover and use strategies that work for them.

Concluding Remarks

As seen from the descriptions and discussions here, there are numerous ways in which Hmong adult student behaviors may be different from those of adult American students or those of students from other cultures. Hopefully this information will help teachers, administrators, and other educational professionals understand better not only what Hmong adult students do but also why as well. It is easy to imagine how uninformed

teachers can easily misinterpret Hmong verbal and nonverbal behavior.

Caution must be advised in the interpretation and applicability of these findings. While there was some replication of results from studies such as Hvitfeldt's (1986), these results, for the most part, are valid mainly for these students in this particular region. Also, the Hmong are a flexible people who have adapted to a number of situations, and behaviors can change to meet new conditions. Some Hmong adult students, such as the two labeled "show-offs" by other Hmong students in this program, may individually vary in their behavior as they seek to adapt, survive, and acculturate to different degrees to different social and educational situations. It is the responsibility of teachers to do a little ethnographic work themselves, watch for patterns of behavior, seek out sources of cultural information, find out what topics and materials are relevant to the immediate lives of their students, and try to interpret verbal and nonverbal behavior without an overdue amount of influence from our own cultural filter through which we perceive the world around us.

Further research should be done to find out more about the cognitive learning strategies that Hmong students utilize to learn not only Hmong literacy but English language and literacy as well. Many of these strategies may not be overt, and different methods such as a think-aloud protocol can be employed to investigate these. Also, observation to investigate whether these behaviors carry over to other educational and social situations should be conducted. Finally, future research, particularly on students such as these who plan to study English language and literacy after having developed Hmong literacy skills, should be conducted to investigate how learning Hmong literacy will affect later English as a second language and literacy development. Do literacy skills transfer from the first language to the second language? From the second language to the first language? How may Hmong literacy affect second language development? Through study of English from written materials, translation, etc.? These and other questions bear investigation if we are to fully understand the effects of the development of one language and literacy upon

another and to make a stronger case, beyond that of language and culture maintenance, for student development of first language literacy. The planned efforts to extend this program will continue to focus on these long-term research questions.

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Appendix A:

Project Staff

National Institute for Literacy
Hmong Adult Literacy Project

March 23, 1993

Contact List - Revised

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Teachers

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Maria Lee
Tang Lee
Fu Vang
Yer Vue
Tom Hang
Tuk Cha
Ma Lue Yang

Translators

Mee Yang
Hang Moua
Yee Moua
Joe Lee

Appendix B:

Schedule of Classes

BEST COPY AVAILABLE

National Institute for Literacy
Hmong Adult Literacy Project

Schedule of Classes - Hayfair School

MONDAY	Teng Lee and Fu Vang	5:00 - 6:30
TUESDAY	Mai Lee Fang and Maikia Lee	5:00 - 6:30
	Teng Lee and Tua Cha	3:00 - 4:30
	Her Vue and Tom Hang	6:00 - 8:00
WEDNESDAY	Teng Lee and Fu Vang	5:00 - 6:30
THURSDAY	Mai Lee Fang and Maikia Lee	5:00 - 6:30
	Teng Lee and Tua Cha	3:00 - 4:30
	Her Vue and Tom Hang	6:00 - 8:00
FRIDAY	Fu Vang	5:00 - 6:00
	Her Vue and Tom Hang	6:00 - 8:00

Appendix C:

Hmong Parents Newsletters

HMONG
Parents Newsletter

HMONG ADULT LITERACY PROJECT
Funded by the National Institute for Literacy in cooperation with CSU, Fresno & Mayfair Elementary School, Fresno Unified School District

VOL. 1 NO. 1
February 20, 1993

Hmong Adult Literacy Project

By Dr. Phyllis Kuehn
Project Director

The purpose of this project is to conduct research on the special literacy needs of the Hmong adult refugees by addressing the first language literacy of these adults and looking for subsequent effects on their second language literacy acquisituon and effects on family and workplace literacy. The San Joaquin Valley in California, and specifically Fresno County, is the home of approximately one-half of the 110,000 Hmong in the United States. Hmong has been a written language for only about thirty years, and the majority of Hmong children and adults are not literate in their first language. Although many federal, state, and private programs exist for adult Hmong refugees to learn English, there has been a notable lack of success in this effort. Research indicates that the lack of success in English literacy acquisition is directly related to nonexistent or marginal first language literacy, which research shows is an important prerequisite to successful adult second language literacy acquisition.

Research will be conducted by setting up a demonstration first language literacy program for Hmong parents at Mayfair Elementary School, Fresno Unified School District. The research results and the models for individual change in literacy acquisition that result from this project will contribute insight into the relationship of first langanguage literacy to second language literacy acquisition for adults and will contribute to building the foundation for understanding how adults become literate. The findings will improve the ability to individualize adult programs to meet the unique needs of adult learners from diverse cultural and educational backgrounds. The models developed can be used to expand similar programs and extend classes to adults from other language backgrounds, including English.

To the extent that development of Hmong literacy will address some of the cultural issues and facilitate the acquisition of English proficiency, this proposed project will benefit the family. Conflict arises with the traditions of the culture because children have learned English in school and are frequently called on to serve as translators and mediators for their parents with the dominant English-speaking culture.

The significance of this project is its contribution to the research on adult first language literacy acquisition and the eventual research on the relationship this has to enhancing the acquisition of adult second language literacy. The benefits to the Hmong community in terms of empowerment, communication, potential for preservation of language, history, and culture are far-reaching.

(Drs. Kuehn, Adrienne Herrell, and Hee-Won Kang are directors of this project.)

Bill Clinton: Amelikas tus thawj tsoom fwv tshiab

Tus sau: Her Vue
Computer/Newsletter Instructor

Lub 11 hlis ntuj, hnub tim 2, 1992 tas los no, Bill Clinton raug xai tsa los ua tus thawj tsoom fwv (president) kav teb chaws Amelikas rau plaub xyoos tom ntej no. Clinton yog tus thawj coj kav lub lav Arkanas tau 12 xyoos dhau los

Bill Clinton
42nd President of the United States

lawm. Clinton yog neeg Amelikas tus thawj coj thib 42.

Thaum Clinton thiab nws tus loo Al Gore tab tom los khiav hauj lwm los txeeb ua nom ua tswv, nws tau cog lus ntau tsav yam rau pej xeem neeg Amelicas. Nws hais tias yog nws raug xai tsa los ua nom no, nws yuav txhim kho lub teb chaws Amelikas no kom vam meej tshaj yav tas los lawd. Nws hais tias

Nyeem ***Clinton,*** *phab 2*

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Clinton *txuas phab 1 los*

nws yuav khwv tswv yim los pab pej xeem sawv daws txog kev nrhiav noj nrhiav haus, kev ua lag ua luam, kev pab cov neeg laus, kev kawm ntaub kawm ntawv, kev pab cov neeg txom nyem, cov neeg muaj kab mob AIDS, thiab kev haum xeeb ntawm ib tsoom pej xeem tas nrho. Tsis li no, nws yuav ntaus tswv yim los khwv nyiaj txiag los them tej nuj nqis (the national deficit).

Lub 1 hlis ntuj, hnub tim 20, 1993, hnub Bill Clinton los lees ua nom nyob rau hauv lub Tsev Dawb, nws piav txog nws ntau tsav yam tshwm TV rau pej xeem sawv daws mloog. Nws ntuav nws cov tswv yim qhia rau sawv daws paub. "Yuav kom peb txhim kho tau teb chaws Amelikas kom vam meej, peb yuav tsum ua neeg siab tawv," Clinton ..as. Nws txhawb kom sawv daws koom tes nrog nws los txhim kho lub teb chaws no.

Lub 2 hlis ntuj no, Clinton tau xee nws thawj tsab cai uas tso cai rau cov neeg ua hauj lwm los tu lawv tsev neeg yog thaum muaj txiab muaj nkeeg. Tsab cai no tso kev rau cov neeg tawm hauj lwm ntev li 3 hlis, tab sis lawv tsis tau txhais nyiaj hli. Yog dhau 3 hlis no lawm ces yus yuav tsum rov qab mus ua hauj lwm. Yog leej twg nyob dhau lub caij no ces luag muaj cai ncaws yus tawm hauj lwm.

Clinton thiab nws tus poj niam hu ua Hillary Rhodam Clinton nkawv muaj ib tug ntxhais uas muaj 13 xyoos. Nws lub npe hu ua Chelsea. Niam Clinton saib xyuas txoj kev kab mob kev nkeeg (health care policy).

Kalifuanias:Ua ntej thaum nrhiav kub

Tus sau: Helen Bauer
Tus txhais: Her Vue, *Instructor*
(Reprinted from The Refugee, 1988)

Thaum lub hauv paus, neeg xav tias Kalifuanias (California) yog ib thaj av muaj kub. Cov neeg Spanish muaj ib txog dab neeg uas hais tseg tias muaj ib thooj av hu ua "California." Nyob ntawm thooj av no muaj tsag zeb tsag tsua siab heev ze ntug dej hiav txwv. Ib tug poj huab tais hu ua "Califa" nrog ib pab poj niam nyob kav thooj av ntawd. Tus neeg piav thiab sau zaj dab neeg no hais tias, "Lawv cov cuab yeej cuab tam, riam phom thaiv tsov rog mas yog kub tas nrho xwb. Lub eeb khi lawv tej tsiaj los yog kub tib si. Thooj av no tsis muaj hlau li, tiam sis muaj kub nkaus xwb."

Zaj dab neeg no ua rau ib cov neeg kab keem (explorers) ntxim siab heev. Cov neeg kab keem no tau nrhiav av tshiab tau ntau niaj ntau xyoo los lawm. Ntawm no yog ib thaj av tshiab--ib thooj av uas muaj kub! Kub yuav ua kom lawv muaj nyiaj thiab vam meej heev! Kub yuav ua kom lawv lub teb chaws muaj nyiaj heev! Xav tau li no, lawv npaj siab qees mus nrhiav thaj av uas muaj kub ntau heev ntawd.

Yawg Hernandez Cortez yog thawj tug mus yog ncig nrhiav nyiaj txiag thiab yos hav zoov hav tsuag ywj siab (adventure) rau phab qaum teb. Xyoo 1533 nws pom ib thaj av tshiab, tsis yog ib thooj av, nyob phab hnub poob (west) pem qaum teb chaws Mexico. Thaj av nws pom no muaj ntsis zoo li thooj av muaj kub uas zaj dab neeg tau hais cia tseg. Yog li ntawd, yawg Cortez thiaj muab thaj av tshiab no tis npe hu ua "California" raws tus poj huab tais. Nws nrhiav tsis pom kub, tiam sis nws cia siab tias ntev tom qab mus nws yeej yuav pom xwb.

Yawg Francis Drake, ib tug neeg Askiv, thiaj tau raws Cortez mus. Nws tseem mus ncig tus ntug dej hiav txwv deb tshaj rau phab qaum teb. Nws sau ntawv rov mus rau teb chaws Askiv tias, "Yog koj khawb av ntawm no mas, yeej pom kub xwb ntag." Qhov no tej zaum nws tsuas xav tias muaj kub nyob ntawd xwb, tiam sis yeej tsis pom muaj kub qhov twg rau ntu av uas nws tau ncig ntawd li.

Tom qab no, cov neeg kab keem kuj nrhiav tau me ntsis kub thiab nyiaj hauv teb chaws Mexico, nyob nram hav zog California. Nrhiav tau kub ntau kawg lawm, tiam sis lawv haj yam xav kom tu ntau. Neeg Khab (Native American Indians) tseem qhia rau cov neeg Spanish tias muaj kub ntau kawg nyob rau phab hnub poob thiab no, mas lawv thiaj sib tw lug toj lug pes mus nrhiav kub ntxiv.

Kalifuanias (California) thaum ub

Tiam sis thaum lawv mus txog na has thab niam muaj kub li. Tau ntej tshaj 150 xyoo mus ces neeg tsis nco qab Kalifuanias zuj zus lawm. Tom qab no, ho rov muaj neeg txaus siab thiab. Neeg Russians ho caij nkoj tuaj so ntawm tus ntug dej hiav txwv, phab hnub poob thiab qaum teb ntawm teb chaws Amelikas. Qhov chaw lawv tuaj so no zoo plob cuab ntxhuab deg heev, ces zoo li lawv txawm xav pib ua zej ua zos nyob. Teb chaws Spain xav tau tias nws yuav tsum hom kom tau thaj av Kalifuanias. Teb chaws Russia thiab lwm lub teb chaws yuav tsum khiav tawm hauv Kalifuanias mus tib si.

Hnov li no ces muaj ntau yam tsav pib tshwm sim sai sai tuaj. Spain thiaj xa yawg Gaspar de Porttola, ib tug neeg kab keem, thiab Junipero Serra, uas yog ib tug txiv plig (priest), tuaj rau hauv Kalifuanias. Nkawd txoj hauj lwm yog tuaj qhia kev cai ntseeg vaj tswv ntuj rau cov neeg Khab (Indians) thiab tuaj hom kom tau Kalifuanias rau teb chaws Spain. Thaum no yog xyoo 1769.

Tsis ntev mus, muaj 21 lub tsev teev ntuj nyob taug ntug Kalifuanias ze dej hiav txwv. Muaj ntau txhiab tus neeg Khab nyob hauv cov tsev teev ntuj no. Cov txiv plig kuj paub tias muaj kub nyob hauv Kalisfuanias rau qhov ib sij huam twg neeg Khab nqa hmoov kub los rau lawv saib.

Nyeem ***Kalifuanias,*** *phab 7*

Sia siv thaum tsav tsheb cawm tau siav

Tus sau: Her Vue
Computer/Newsletter Instructor

Yog leej twg nrog kuv caij tsheb, nws yuav tsum khiab duav. Yog ua cas kuv thiaj hais li no? Vim tias txoj siv khiab duav (seat belt) twb cawm kuv txoj siav ib zaug lawm.

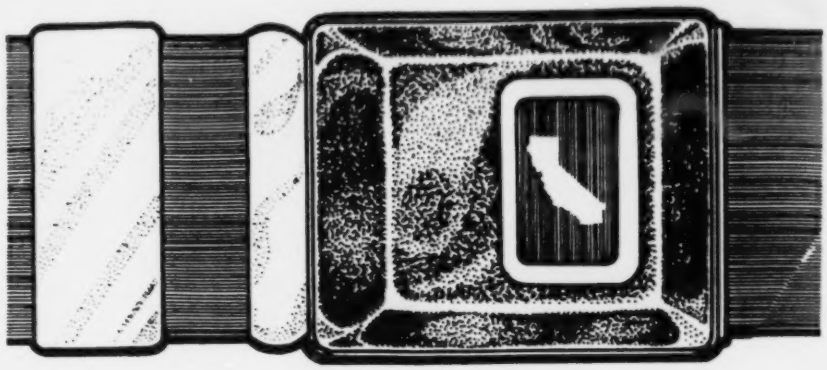
Kuv tseem nco qab thaum kuv ua tsheb sib tsoo zoo heev. Thaum ntawd yog lub 2 hlis ntuj, hnub tim 26, 1991, 7:00 teev txaus ntuj. Ntuj los nag tshauv loj tsawv. Lub teeb liab tuag lawm. Kuv tsav tsheb taug txoj kev Tulare. Tos nco xwb, ib lub tsheb cia li tshwm plaws phab laug los. Kuv yeej zam tsis dhau li! Leej twg los yeej zam tsis dhau li! Lawv lub tsheb loj los tsoo kuv lub. Kuv lub tsheb me ces lawv lub muab thawb mus dhau qab ke deb li ib lub tsev thiab mluav tag yeej tsis zoo li lawm!

Muaj peb tug neeg nrog kuv nyob hauv kuv lub tsheb thiab, tab sis peb sawv daws tsis raug mob dab tsi li vim tias peb sawv daws khiab siv txhua tus. Thaum ua tsheb sib tsoo tas, peb mam nco qab ntshais, mam tshee. Ib pliag zoj xwb ua cas kuv twb yuav laug tuag.

Lwm tus neeg uas tsis muaj hmoo thiab tsis sia siv ces ntshe mus tsis txog tsev hmo ntawd. Yog li no, kuv thiaj txhawb kom peb sawv daws sia siv khiab duav thaum tsav tsheb. Txawm tias yus tsis tsav tsheb los yus yuav tsum khiab duav tib si.

Raws li Kalifuanias txoj kev cai tsav tsheb, txij lub 1 hlis, hnub tim 1, 1993, yog leej twg tsis khiab duav thaum tsav tsheb los yog thaum nyob hauv tsheb, cov tub ceev xwm muaj cai ntes nws. Yog leej twg raug ntes, nws thiab txhua tus tsis khiab siv yuav raug nplua $25 thawj zaug. Yog tus neeg qub tseem raug ntes ntxiv thiab, nws yuav raug nplua $50. Cov me nyuam uas hnyav li 40 phaus (pounds) rov hauv yuav tsum siv lub rooj khiab me nyuam. Niam txiv yuav raug nplua $200 yog tsis khiab siv.

Yog li no, thov sawv daws ceev faj, vim tias txawm yus tsav tshev zoo npaum li cas los muaj lwm tus yuav tsav tsis zoo thiab yuav tsoo yus.



Txoj siv khiab duav (seat belt)

Abraham Lincoln

Tus sau: Tom Hang
Computer/Newsletter Instructor

Abraham Lincoln, Amelikas tus tsoom fwv (president) thib 16, yog ib tug thawj coj uas pej xeem huab hwm neeg Amelikas nyiam thiab qhuas tshaj plaws. Nws pauv Amelikas lub neej los txog niaj hnub niam no.

Lincoln yug lub 2 hlis, hnub tim 12, 1809 nyob lub lav Kentucky. Nws, nws niam, thiab nws txiv lawv ua teb noj xwb. Lincoln mus kawm ntawv tau ib xyoos ces txawm cia li tso tseg lawm. Nws hais tias, "Tsis muaj ib yam dab tsi yuav ua kom yus mob siab kawm ntawv li." Txawm yog li ntawd xwb los nws kuj txawj sau thiab txawj nyeem thiab.

Thaum Lincoln hlob tuaj, nws kuj ua ntau txoj hauj lwm. Nws mus tua rog me ntsis thiab ua ib tug thawj coj nws pab tub rog. Tom qab ntawd, Lincoln los yuav poj niam. Nkawd muaj 4 tug me nyuam. Xyoo 1836, nws ho los khiav ua ib tug neeg hais plaub, ces ho los ua ib tug neeg ua hauj lwm rau pej xeem. Xyoo 1844, thaum nws muaj 33 xyoo, Lincoln ho saib xyuas ib txoj hauj lwm pab kev nrhiav noj nrhiav haus.

Lub 2 hlis, 1860, Lincoln tau raug xaiv los ua tus tsoom fwv nyob Amelikas no. Lub caij ntawd, pej xeem huab hwm Amelikas thiaj muaj kev sib tua ua tsov ua rog--lawv hu ua "The Civil War." Nplua rog no muaj ob qho teeb meem. Qhov teeb meem ib mas yog cov pej xeem Amelikas nyob rau yav qab teb xav cia Amelikas Dub ua qhev ua liaj ua teb xwb. Cov nyob phab qaum teb thiab Lincoln tsis kam. Lawv hais tias Amelikas Dub tsis yog ib tug tsiaj es yus yuav muab yuam ua qhev. Amelikas Dub yog tib neeg ib yam li sawv daws thiab. Qhov teeb meem ob yog ib cov neeg Amelikas xav kom lawv muaj lawm nom lawv tswv thiab lawv tsis koom nrog Lincoln pab pawg.

Thaum kawg ntawd, Lincoln lawv yeej tsov rog uas ua rau coob leej ntau tus ntxub nws vim Lincoln tsis pub lawv yuam Amelikas Dub ua qhev lawm thiab nws xav kom sawv daws koom ib lub siab thiab muaj ib tug nom tswv xwb. Vim tej no, yawg John Wilkes Booth thiaj tua Lincoln tuag rau hnub tim 14, lub 4 hlis, 1865 ntawd.

Niaj hnub niam no, peb thiaj hawm Lincoln rau txhua txhia lub xyoo thaum lub 2 hlis, hnub tim 12 vim nws yog ib tug thawj coj uas qhib txoj kev ywj pheej rau txhua tus pej xeem nyob teb chaws Amelikas.

Abraham Lincoln
16th President of the United States

Yog vim li cas koj thiaj kawm ntawv Hmoob?

Tus sau: **Vang Pao Moua**
Student

uv yog Muas Vaaj Pov. Kuv yuav is txug ntawm kev kawm ntaus tshuab mputer tas yog vim les caag es kuv txhaj les zoo sab tuaj kawm. Kuv cov ntsab lug muaj les nraag nuav:

1. Kuv xaav tuaj kawm kom kuv txawj siv computer. Ua ntej yuav nyob tau luas lub teb chaws nuav, yuav tsum yog kuv txawj ntau yaam txhaj le tsi nyuaj rua kuv cov me nyuas.

2. Kuv yuav kawm kom tau computer 'ug paab rau kuv txuj kev ntshav hauj wm vim yog teb chaws Amelikas nuav mas luas txuj hauj lwm zoo tes yeej yog siv computer ntau tshaj plawg lawm xwb. Yog leej twg tsis txawej comput- es yeej nyuaj xwb.

3. Kuv pib ntshav hauj lwm txij thaum xwb 6 hlis ntuj xyoo 1985 mas luas has tas, "Koj yuav tuaj ua hauj lwm nua koj puas paub siv peb cov computer nuav." Yug teb has tas, "Kuv tsis paub," nua tes luas yeej tsis yuav yug lawm mas chim hab mob sab heev nawb cov phooj ywg. Yog kuv tseem hluas mas kuv yuav kawm kom kawg kev saib puas zoo le luas lwm hais neeg hab puas vuav paab tau yug ntshav noj ntshav haus nyob tsua rooj teb nuav. Yog yug ua ib tug txiv neej es tsis txawj ntau yaam es ntshav tsis tau hauj lwm lug paab rua yug lub neej nyob rau lub qaab ntuj nuav mas chim neeg tshaj plawg les.

Kuv thov has tsua peb cov tub sib paab nrav txuj hauv kev rau peb cov nam txiv kwv tij Moob nua peb thov ua mej tsaug ntau ntau. Yog has tas mej yuav tuaj paab peb nam txiv kwv tij neej tsaa Moob tas tas, kuv thov mej txhob muab tso tseg es mej qha peb moog kom taag xyoo nuav saib peb puas kawm tau les caag coj lug rau peb siv ua hauj lwm lawm yaav tom ntej.

Kuv thov has rau peb cov tub kawm ntawv, cov tub cov ntxhais, hab cov nam cov txiv kws tau tuaj sau npe kawm sau ntawv Moob hab tuaj ntaug tshuab computer. Thov mej suav dlawg txhob muab tso tseg. Yog leej twg tau tuaj kawm lawm, yij meem rau sab ntso kawm kom tau coj lug siv ntaag; tsis yog kawm ob peb hnub tes mej leej twg los dhuav lawm tes ua tsua cov xib fwb tsis muaj sab qha peb lawm.

Kuv thov cov xib fwb txhua leej txhuaj tug ua lub sab luj sab ntev qha peb kawm kom tau vim yog peb tsis txawj tag tag le.

Students in the Computer/Newsletter Class

Photographed by Brigit Marshall, 1993

Tus sau: **Chong Lor**
Student

Tos kuv tsis tau hauj lwm ua los vim yog kuv tsis paub ntawv. Qhov tuaj kawm ntawv no yuav pab tau kuv tus kheej thiab kuv tsev neeg. Peb yog Hmoob lawm peb yuav tsum paub peb cov ntawv Hmoob. Tsis tas li, peb nyob rau teb chaws no ib puas yam tsav yuav siv ntawv xwb peb yuav tsuam pab thiaj txhawb nqa peb cov ntawv Hmoob kom siab thiab muaj npe rau peb haiv Hmoob. Peb yuav kawm peb cov ntawv Hmoob kom saib tau thiab sau tau. Tsis tas li no, yog dhau peb cov laus lawm, peb tej me nyuam thiaj paub tias cov ntawv no yog peb haiv Hmoob li. Niam txiv kwj tij neej tsa, nej yuav tsum paub tias peb Hmoob nyob tsis muaj teb muaj chaws es peb yuav tsum kawm peb cov ntawv Hmoob, luag lwm haiv neeg thiaj saib peb muaj nqi.

Tus sau: **May Vang**
Student

Yog vim li cas kuv thiaj tuaj kawm ntawv Hmoob? Rau qhov kuv yog Hmoob kuv thiaj tuaj kawm kom kuv paub sau thiab nyeem ntawv es thiaj yuav zoo rau kuv. Tsis tag li ntawd, kuv tuaj teb chaws no tsis zoo li thaum nyob ntuj qub qab lawm. Yog tsis paub ntawv ces yeej pab tsis tau kuv tus kheej thiab yus tsev neeg li. Peb Hmoob feem coob tseem noj nyiaj pab los ntawm tsoom fwv Amelikas, vim yog peb tsis tau paub ntawv li luag haiv neeg peb thiaj mus nrhiav tsis tau hauj lwm ua.

Tus sau: **Xee Xiong**
Student

Tos kuv xav tuaj kawm [ntawv Hmoob] los kuv xav kom kuv txawj sau, thiab kuv xav tias nyob qhov chaw no se tsev kawm ntawv mas kuv thiaj tuaj kawm. Kuv tsis txawj tsav luv mas kuv thiaj xav tau tias kheev lam muaj qhia ntawv nyob rau cov tsev kawm ntawv no.

Nyeem ***Ntawv Hmoob****, phab 5*

Tus sau: **Mee Xiong**
Student

Tos kuv tuaj kawm ntawv [Hmoob] yog vim kuv nyob teb chaws Nplog kuv tsis tau mus kawm ntawv li thiab vim teb chaws ua rog. Kuv xav kawm los tsis tau. Kuv xav kawm lej thiab ntawv ua ke, tsis hais ntawv Hmoob los ntawv Nplog li. Yam twg los kuv xav tau kawm tag nrho li.

Tus sau: **Plua Her**
Student

Tos kuv tuaj kawm ntawv Hmoob los vim tas kuv tsis txawj nyeem hab tsis txawj sau kuv txhaj tuaj kawm ntawv Hmoob.

Qhov muaj tseeb hauv Fresno Unified School District

• Fresno Unified School District yog lub district thib 3 ntawm 1,000 lub districts hauv California no.

• Xyoo 1992-93 no muaj 77,000 tus tub ntxhais kawm ntawv.

• Muaj 10,000 tus tub ntxhais tuaj kawm ntawv tshaj laug tej chaw qhia ntawv hauv lub district no.

• Ib xyoos twg muaj txog 3,000 tus tub ntxhais tuaj kawm ntxiv.

• Txiv xyoo 1980 los txog tam sis no, Fresno Unified School District txoj kev txais neeg los kawm nce siab li 58 feem pua (percent).

• Txhua txhia hnub, muaj li 3,000 tus tub ntxhais kawm ntawv mus npav (bus) mus kawm lwm lub tsev kawm ntawv vim tias lub nyob ze lawv puv lawm.

• Txog thaum xyoo 1993 xaus, yuav tshaj li 1,000 chav tsev txawb (portable classrooms) qhia ntawv vim tias hauv hoob tsis txaus lawm.

Hu 9-1-1 thaum muaj xwm ceev

Hu tus xov tooj no thaum muaj xwm ceev xws li: tsev kub hnyiab, neeg mob heev, poj niam yuav yug me nyuam, tsheb sib tsoo uas raug neeg sab, thiab lwm yam uas yuav ua rau yus raug mob.

1. Yog muaj leej twg raug mob es tsis ua pa lawm, hu 911 tam sis ntawd, los nrhiav lwm tus neeg hu nrhiav kev pab. Ntxiv no mus, tshuab pa rau tus mob qhov ncauj kom dim pa. (Peb mam qhia txog kev cawm neeg rau lwm tsab tom ntej mus).

2. Yog tus neeg mob nkees heev tab sis tseem ua pa, hu 911 tam sis ntawd thiab.

3. Yuav hais li cas thaum hu 911:
   - Muab koj tus xov tooj ntawm kod rau tus neeg nyob tog tod.
   - Muab koj qhov chaw nyob thiab qhia kev kom laug tuaj nrhiav tau koj tus neeg mob.
   - Piav qhia seb tus neeg mob li cas tiag--nws puas tseem ua pa, nws kub hnyiab, los ntshav, dam tes dam taw, thiab lwm yam teeb meem.
   - Qhia seb dab tsi raug nws mob, muaj pes tsawg tus raug mob, koj los leej twg twb pab nws li cas lawm.
   - Qhia koj lub npe rau laug.
   - TXHOB MUAB LUB XOV TOOJ KHWB txawm tias yus tsis paub hais lus Askiv! Cia cov neeg nyob tog tod ua tus xub khwb los xub xaus lus, vim tias tej zaum lawv tseem muaj dab tsi tseem ceeb nug koj, los lawv tseem yuav qhia koj cawm tus mob ua ntej kom cov neeg pab tuaj txog.

(Cov lus no muab los ntawm phau ntawv Pacific Smart Yellow Pages, phab B20.)

Lwm tus xov tooj tseem ceeb:

Police Department	488-1414
Fresno Community Hospital	442-6000
Valley Medical Center	453-5111
Valley Childrens' Hospital	227-7778
St. Agnes Medical Center	449-3205
Fresno County Health Department	453-4099

Administrative Team at Mayfair Elementary School

Al Sanchez, Principal
Ben Atitya, Vice Principal, *Tracks A/C*
Kathy Scott, Vice Principal, *Tracks B/D*
Debby Williams, Guidance Instruction Specialist (GIS)
Ying Thao, Home-School Liaison for Hmong/Lao
Xee Yang, Primary Language Tutor (Hmong)

Me nyuam Hmoob kawm ntawv tom Mayfair muaj ze ntawm 370 tus.
Tas nrho cov me nyuam kawm ntawv hauv Mayfair muaj ze li 1,200 tus.

Fresno Unified

txuas phab 5 los

• Nyob hauv Fresno Unified School District, nws muaj ntau tshaj 90 lub tsev kawm ntawv.

• Hauv lub district no, nws muaj ntau lub tsev kawm ntawv laus tshaj 40 xyoo lawm ces yuav tau kho kom nruj.

• Fresno tsis tau ua ib lub high school tau 32 xyoo dhau los lawm.

• Yog muab piv rau ntawm 15 lub districts loj tshaj nyob hauv California no, Fresno Unified School District yog lub thib 4 uas them nqi khiav hauj lwm tsawg tshaj plaws.

• Yuav luag tas nrho Fresno Unified School District kuab nyiaj los ntawm xeev California los.

• Raws li daim Independent Audit Report tshawb tau es muab cev rau Board of Education lub 12 hlis 1992 mas, Fresno Unified cov nyiaj txiag khiav hauj lwm tseem nyob tus li qub.

"Measure B" yog dab tsi?

"Measure B" yog ib txoj kev thov nyiaj ntawm tsoom pej xeem coj los pab cov me nyuam kawm ntawv nyob hauv "Fresno Unified School" no.

Txog lub 3 hlis hnub tim 2 no, yog pej xeem sawv daws pov npav dhau, cov nyiaj ua thov no yuav muab coj los kho cov tsev kawm ntawv qub, ua ib co tshiab, thiab yuav av rau lwm hnub ho tau ua tsev kawm ntawv ntxiv.

Yuav muab cov nyiaj no qhov twg los? Yog tias sawv daws pov npav dhau, cov neeg muaj vaj tse ib tug yuav raug them li $2 ib lub hlis twg; tiam sis, tsis pub them dhau li 25 xyoos ntawd.

Tsoom fwv pem state twb muab nyiaj thiab ne, cov nyiaj ntawd muab siv li cas lawm? Cov nyiaj ntawd twb muab coj los them nqi tsev kawm ntawv, nqi hluav taws xob, nqi nyiaj hli rau cov neeg tu tsev kawm ntawv, thiab nyiaj hli rau cov xib hwb qhia ntawv mus rau cov thaj khu lawm. Thaum them tej nqi no tas ces nyiaj fwb tag lawm. Vim li no, peb thiaj yuav tau khwv nyiaj lwm qhov los kho thiab ua tsev kawm ntawv tshiab. Yog tau nyiaj no yuav ntev li cas peb mam li pom tej no tshwm? Yog sawv daws pov npav dhau, peb yuav pib kho thiab ua tsev kawm ntawv thiab sai raws li sai tau.

MAYFAIR SCHOOL
DEJ NUM
(2 hlis txog 4 hlis, 1993)

2/24 - Tsoom niam txiv tuaj sib koom "Niam Txiv Sib Pab Niam Txiv" 2:45 p.m.
2/25 - Hnub D.A.R.E; Pab B muaj ua yeeb yam, 6:30 p.m.
3/2 - Hnub tawm ntxov 1:20; cov xib fwb muaj kev sib tham.
3/3 - Hmo nyob nram You-Be's Pizza, mus yuav pizza thiab pab tsev kawm ntawv Mayfair.
3/4 - Hnub D.A.R.E.
3/8 - Hnub so, hnub xib fwb muaj kev kawm.
3/11 - Hnub D.A.R.E.
3/16 - Hnub tawm ntxov 1:20; cov xib fwb muaj kev sib tham.
3/24 - Tsoom niam txiv tuaj sib koom
3/25 - Hnub D.A.R.E.
3/26 - Hnub kawg Pab A mus so, tawm ntxov 1:20 p.m.
3/27 - Hnub Mayfair cov "Spirit Team" muaj ua yeeb yam tom Ted C.Wills.
3/29 - Pab D rov qab tuaj.
3/29-4/2 - SCIENCE WEEK
4/2 - Hnub so, hnub xib fwb muaj kev kawm.

Lus tshaj xo tom tsev kawm ntawv Mayfair

• Pawg neeg hu ua "School Site Council" tom Mayfair lub tsev qhia ntawv tau teem ib lub rooj sab laj hnub tim 24 lub 2 hlis thaum 2:45. Lawv yuav muaj ntau yam khoom siv los qhia tswv yim rau tsoom niam txiv kom nej muaj peev xwm los pab nej cov me nyuam. Peb muaj neeg txhais lus thiab zov me nyuam rau nej. Thov nej ib leeg nqa ib qho khoom noj tuaj thiab. Hnub no yog ib hnub tseem ceeb heev mas nej sawv daws yuav tsum tuaj xwb.

• Tam sim no Mayfair nyiam qhuav txais tau 9 tug "tutors" tuaj pab cov me nyuam uas tsis paub lus Askiv zoo. Cov "tutors" no kuj pab cov xib fwb qhia ntawv thiab.

• Mayfair muaj ib qhov chaw hu ua "Homework Center" pab cov me nyuam tom qab lub tsev kawm ntawv lawb lawm. Yog nej cov me nyuam kawm tsis tau los yog tsis nkag siab cov ntawv uas lawv tus xib fwb muab, los ntawm lub chaw no cov "tutor" mam lis pab lawv. Qhov chaw no qhib thaum 2:15 mus txog 3:30. Yog koj tsis to taub qhov twg, thov hu 441-3121.

• Tus tub ceev xwm Robert Perry yuav tuaj qhia cov me nyuam kawm qib 6 hais txog kev haus yeeb haus tshuaj, uas yog ib qho yuam kev. Lub koom haum kev pab no hu ua D.A.R.E. uas yuav pib qhia nyob hauv Mayfair no hnub tim 4 lub 2 hlis, 1993 no. Tus tub ceev xwm Perry kuj xav hais tias nws yuav tuaj koom kev sib tham ntawm niam txiv tib si. Ntawm peb lub koom haum C.A.R.E. los kuj yog ib lub los mus pab qhia rau cov me nyuam laib. Lub koom haum no los kuj tau pib los lawm. Nyob hauv lub koom huam C.A.R.E. no peb muaj Mike Elliot tuaj tim nkuaj kaw me nyuam (Juvenile Probation Department) tuaj thiab Pauline Harder tuaj tim Boys & Girls' Club uas yog cov tuaj pab qhia cov me nyuam sawv daws kom paub los mus txhawb yus tus kheej.

Lub Neej Tawg Rog

Tus sau: Ntua Her
Student

Thaum kuv nyob Nplog Teb, kuv nyob lub zog Nas Xus. Kuv ua teb noj hab tus qab tu npua noj xwb, thiab tau muag nyaj lug yuav khaub dluag tsua tej miv nyuas naav. Yog tas nyob tsua teb chaws Nplog, yus tsis ua tej yaam zoo le ntawm, peb Moob yeej tsis tau noj thiab tsis tau naav. Nyob tsua teb chaws Nplog yog yus tsis tub nkeeg tes yus yeej muaj noj muaj haus. Peb Moob nyob tsua teb chaws Nplog peb tsis muaj kev kawm ntawv, peb nam hab txiv has tsua peb tas kom tsau sab ntso moog ua teb txhaj tau noj.

Kuv [tsiv moog] nyob lub zos Thoo Haab Thoo Nkoo. Ua teb nyob tsua lub zos ntawd qoob tsi zoo lawm mas peb ua teb nyob tsua nraag tej kwj haa tub tub hab dleb dleb xwb. Nyob tsua lub ntsoog ntawd, tsi muaj teb tes peb nyob tau ib ntus tes peb txhaj tau tsiv moog nyob tsua Haa Thoo miv. Tau ib ntu hab tes Nyaab Laaj tuaj txug Moo Kaxim; peb nyob tau ib nyua ntu hab tes peb ntshai ntshai peb txhaj tsiv tuaj txug nraag Heem Hawj es Nyaab Laaj tua tuab neeg tuag coob coob. Thaum ntawd, peb ntshai ntshai peb txhaj tsiv rov qaab moog tsua tom Nas Xus. Peb nyob tau ia ab thiv tes peb ntshai dlua ib zag hab. Peb rov qaab tsiv dlua moog peg Moo Pheeb. Peb nyob tau ib as thiv hab tes tsis muaj kev tawm moog tsua qhov twg le tes txhaj tsiv rov qaab lug tsua Nas Xws. Lug tau ib ntu ntev loo hab tes Lis Teeb hab Ntsum Thoj ob tug kuas peb muab ib yig 7 caum phav [nyiaj] tsua ob tug es ob tug txhaj coj peb cov Moob tuaj ua teb tsua Naaj Cab. Peb nim tsiv nce toj nqeg haav mas peb tej miv nyuas mas tshaib tshaib plaab mas xav ntsooj tsau ntsuab sab tas thaum twg le moog txug Thaib Teb es sub txha tsis tshaib. Ua caag moov tsis muaj es Lis Teeb hab Ntsum Thoj ob tug coj peb tuaj nraag Heem Hawj xwb tes Nyaab Laj tsis pub peb tuaj nyob tsau Naaj Cab. Peb tu sab quas laag rov moog lawm peg haav tauj moog ntshav ntsuag tauj ntsuag ntoo lug noj. Peb maam lug ua mov ua zaub tsua peb tej miv nyuas noj.

Peb tseem nyob tau ob as thiv hab tes Nplog txhaj tuaj nrhav tau peb. Peb txhaj nrug ob nam Nplog moog ib hmo kaj ntug dlawb vog, tes peb moog ti nkaus tsua roob Npaah Koos. Peb nce ib tav su moog txug tom plawv roob tes peb rov qaab qees tsua saab ntsuam Npaab Koos es muaj kev luv fais. Peb txhaj nyob ntawm qaum kev tog tes nub lab quas plig tes peb tuaj txug Paaj Cai Hawj tsev. Peb nyob tau peb hmos hab peb mam nrhav tau nkoj tuaj txug Thaib teb xyoo 1975. Lub 7 hli hnub tim 1, peb tuaj txug Thaib teb mas tsis muaj mov hab zaub noj le. Peb tsis muaj tsev nyob, peb txhaj moog yuav xyoob lug [ua txaj] pua pw; peb muab lev lug pua tsua cov av tes peb pw xwb. Taag kig sawv ntxuv kaaj ntug dlawb vog tes peb txhaj moog yuav xyoob yuav ntoo coj lug ua ib lub nyuag tsev nyob. Peb yuav xyoob lug txua ua txaaj tsua peb pw. Peb nyob tau ob lub hlis, peb tsis muaj mov hab nqaj noj mas peb tej miv nyuas quaj los quaj, muaj mob los muaj mob hab kev pluj kev tuag los muaj huv Thai lub vaaj kws kaw tuab neeg. Peb lug nyob ob lub hlis tes puab [Thaib] moog muab nyaj tuaj pub tsua peb noj. Cov nam Moob kws ua thawj tsis txawj ua tug saib cov Moob tes puab tuav tau ob lub hlis xwb; puab sib txeeb tuav cov nyaj ntawd. Tom qaab Thaib faib mov tsua peb los puab faib tsis txaus noj. Tom qaab ntawd, Thaib txawm xaa zaub hab nqaij tuaj pub peb noj.

Paj ntaub: Hmoob khiav Nplog teb los rau Thaib teb *Photo by Brigit Marshall, 1993*

Kalifuanias *txuas phab 2 los*

Leej twg yauv pab khiav cov hauj lwm tom tsev teev ntuj yog hais tias muab cov Khab mus nrhiav kub tas lawm? Xav cia cov Khab los tu tsiaj txhu, yug nyuj, thiab sau qoob vam zuj zus los ua tu cov nroog loj xws li San Diego, Santa Barbara, Monterey, thiab San Francisco. Tseem muaj ob lub zos hlob los ua nroog loj xws li Los Angeles thiab San Jose. Muaj ib txhia tub rog uas tuaj txhim tsa cov tsev teev ntuj, khaib, thiab zos cia los ua Kalifuanias thawj pab tswv yug txiaj txhu thiab ua liaj ua teb. Tiam sis lub sij hawm uas neeg Spainish tseem kav no, txoj kev vam meej pauv mus qeeb kawg nkaus li.

Thaum xyoo 1822, Mexico thiaj txeeb tau Kalifuanias ntawm teb chaws Spain. Nyob hauv Mexico txoj cai mas, kom cov txiv plig khiav tawm hauv cov tsev teev ntuj. Tej chaw teev ntuj ntawd ces cia li muab pub dawb los yog muag rau cov tswv yug tsiaj txhu, ua liaj ua teb tas lawm. Tas nrho cov av thoob Kalifuanias los kuj muab tso tseg rau luag tag. Ntu no yog ntu uas av muaj nqis tshaj, zoo npaum nkaus li tau kub. Cov tswv ua liaj ua teb tu tsiaj tu txhuv muaj nyiaj kawg nkaus, tiam sis tsis yog lawv muag kub tau. Nws yog lawv maug nyuj thiab av tau nyiaj. Tsis tas li ntawd, ntuj Mexico kav Kalifuanias no los txoj kev vam meej kuj pauv qeeb kawg thiab. Tsis ntev tom qab, Kalifuanias thiaj vam meej ceev me ntsis. Txhua txhia xyoo, neeg Amelikas tsiv los nyob coob zuj zus.

Tas li no xwb. Thov nyeem ***Kalifuanias*** *ntxiv tsab tom ntej*

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Xov xwm tshiab nyob hauv Fresno thiab lwm qhov chaw

• Lub 11, 1992 cov thawj coj hauv Fresno Unified School District tau txiav txim rho $400,000 nyiaj coj los yuav khoom kuaj riam phom, koob thaij movie, thiab ntiav neeg los saib xyuas tsev kawm ntawv kom txhob muaj kev sib thab, sib ntaus, thiab sib tua hauv tsev kawm ntawv.

.....

• Lub 3 hlis hnub tim 2, 1993, tsoom pej xeem nyob hauv Fresno no yuav xaiv ib tug Mayor tshiab. Peb tug neeg los txeeb txoj hauj lwm no yog Karen Humphrey (Fresno tus Mayor tam sis no), Brian Sentencich (ib tug Councilmember), thiab Jim Patterson (tus neeg ua lag ua luam).

.....

• President Bill Clinton lub tswv yim los kho teb chaws Amelikas muaj li nram no:

1. Zam tsis sau se li $63 kuj (billions) rau cov neeg ua lag ua luam tshiab, 1993.
2. Muab $3.6 kuj los kho kev, choj, tsheb/dav hlau, kev kawm ntawv, thiab kev kawm hauj lwm (rau 4 lub xyoos tom ntev).
3. Nce nyiaj ua "income tax" rau cov neeg pluag uas ua hauj.
4. Sau se 36% ntawm cov neeg tau nyiaj $140,000 ib xyoos rov saud; sau se 10% ntxiv ntawm cov tau ntau tshaj $250,000.
5. Sau se 35% ntawm cov companies.
6. Sau se ntawm nyiaj laus (Social Security benefits) uas ob niam txiv tau tshaj $32,000; ib leeg tau tshaj $25,000 ib xyoos.
7. Sau se ntawm kev siv gas los fais fab.
8. Sau se ntawm cov neeg tau Medicare.
9. Tsis sau se hnyav rau cov neeg uas khwv tswv yim txhawb nqa kev ua lag ua luam.
10. Txiav $76 kuj nyiaj rau 4 xyoos tom ntej ntawm kev ua tsov rog.
11. Yuav tshem tawm 100,000 tus neeg ua hauj lwm rau laj thab npaas (government) rau 4 xyoos tom ntej no, qhov no yuav khaws tau $9 kuj nyiaj.
12. Yuav tshem tawm 25% ntawm cov neeg ua hauj lwm hauv Tsev Dawb, tseg kom tau $10 lab (million) rau 1994.
13. Yuav ntxiv nyiaj los pab txog kev kawm hauj lwm thiab kev nrhiav tswv yim pab pej xeem. Hais txog cov noj welfare, lawv tsuas pub noj ob xyoo lawm xwb ces yuav tau mus nrhiav hauj lwm ua. Clinton yuav muab nyiaj rau nej ntiav neeg zov me nyuam thiab mus kawm hauj lwm.
14. Txiav nyiaj Medicare los them kws kho mob thiab tsev kho mob.
15. Koom nrog teb chaws Mexico thiab Canada ua lag ua luam.

(Feem ntau ntawm cov lus no muab los ntawm Fresno Bee, lub 2 hlis hnub 18, 1993.)

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HMONG
Parents Newsletter

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Editorial

Welcome to the second issue of the Hmong Parents Newsletter. The goal of this newsletter is to encourage the Hmong parents to build their reading and writing skills in their primary language, and to provide them relevant information about school activities, news, and issues that affect them.

Some of the articles published in this newsletter are written by the Hmong student parents about their personal lives and experiences in Laos, in the refugee camps of Thailand, and in America.

If you would like to contribute articles or attend one of our classes, please let us know. If you are interested in receiving a copy of this newsletter, call Her Vue at (209) 227-6734.

We welcome any suggestions and recommendations. Enjoy your reading. Thank you.

Moob thawj tug xib fwb qha ntawv

Tug sau: **Tom Hang**

Lub 6 hli ntuj, xyoo 1975, teb chaws Nplog nyob tsi taj tsi tug. Nam txiv kwv tij neej tsaag ib tug tsiv moog lawm ib phaab ntuj. Lub sij hawm ntawd, Cawv Vaj hab nws ob tug tij laug puab tso puab nam hab puab txiv tseg tsua Phav Kheb habtsiv tuaj moog ntshav kev thaj yeeb.

Thaum Cawv puab lug txug Thaibteb, puab nyob lub zog Vibnais. Thaum ntawd, Amelikas kuj pib qheb kev txais Moob tuaj tsua teb chaws nuav lawm. Xyoo 1976, puab peb kwv tij txha tuaj nyob tsua Honolulu, Hawaii. Cawv pib kawm ntawv tsua hoob 9. Ib lus lug los yog ib tug ntawv twg Cawv yeej tsi paub le.

Xyoo 1978, Cawv puab txha le tsiv lug tsua Denver, Colorado. Ob xyoo tom qaab ntawd,

Nyeem Xib fwb, phaab 2

Rooj sab laj txog kev kawm ntawv qib siab

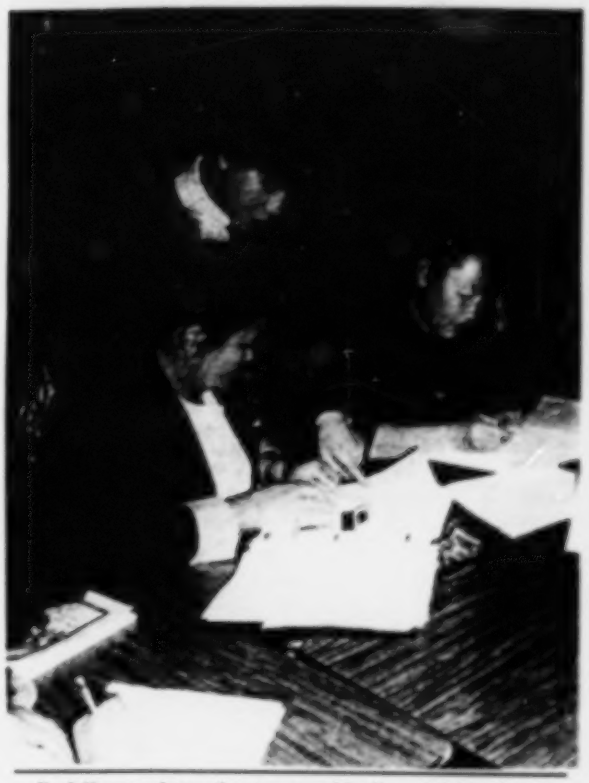
Tus sau: **Her Vue**

Sunday, hnub tim 4, lub plaub hlis ntuj, 1993, peb tsoom Hmoob sawv daws nyob hauv California--tsoom niam txiv thiab cov tub ntxhais kawm qib 7 mus txog qib siab (college)--mus koom lub rooj sab laj tom tsev kawm ntawv siab Fresno State University (nyob ze Cedar thiab Shaw Ave.).

Ze ntawm 800 tus neeg--laus thiab hluas tib si--tuaj koom lub rooj sab laj xyoo no uas pib thaum 8:00 teev sawv ntxov txog 4:00 teev tav su. Nws yog xyoo thib tsib nyob hauv Fresno no. Lub rooj sab laj no qib dawb rau sawv daws mus koom xwb; tsoom tub txhais Hmoob kawm ntawv tuav lub rooj sab laj no tseem muaj su pub dawb rau sawv daws noj hnub ntawd thiab.

Lub koom haum Hmoob hauv Fresno State University uas tuav lub rooj sab laj no caw coob tus qhua (speakers) tuaj piav txog Hmoob lub neej thaum ub thiab lub neej tam sis no mus lawm yav tom ntej. Hmoob txoj kev kawm ntaub kawm ntawv, Hmoob txoj kev nrhiav noj nrhiav haus, thiab ntau tsav yam tseem ceeb rau sawv daws. Ob tug qhua uas tuaj deb tuaj koom peb yog Dhav Cha (tab tom kawm daim doctorate degree) thiab Dr. Jane Hamilton-Merritt, uas sau ib phau ntawv txog Hmoob hu ua *"Tragic Mountains: The Hmong, the Americans and the Secret Wars for Laos, 1942-92."*

Nyeem Rooj sab laj, phaab 4



Xaib Haom taab tom qha ntawv tsua Mim Xyooj hab Maiv Vaj. Thov nyeem taab ntawv has tsug cov lawg kawm ntawv phaab 2.

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Cawv Vaj, Hmoob thawj tug xib fwb hauv Fresno, nrog nws poj niam, Maiv Xis Lis, thiab nws ob tug tub Benjamin (niam puag) thiab Casey.

Xib fwb txuas ntxiv los...

Cawv nam hab Cawv txiv puab maam le tuaj txug. Lub sij hawm hov, Cawv kawm tav high school. Lug los Cawv kuj txawj has, ntawv los nwg kuv txawj sau lawm hab. Tom qaab Cawv kawm tav high school, nwg txha moog kawm "polical science" nyob lub Univeristy huv Denver, Colorado. Xyoo 1984, Cawv kawm tav.

Xyoo 1986, puab txha le tsiv tug teua Fresno. Thuam ntawd, Cawv txha xaav tau tus nwg yuav moog kawm kom tau ua ib tug xib fwb qha ntawv. Yog le ntawm, nwg txha npaj sib moog kawm tom Fresno State Univerisity. Tsi tsuag le, nwg kuj ua haug tsom teeg tuaj huv Fresno Unified School District. "Kuv mas kawm kawm ntawv nkees kawm tag le. Muaj ntau zaum kuv xav tias ntshai yuav muab tso tseg, tiam sis, vim kev qha ntawv yog ib yam uas kuv nyiam tshaj plaws, kuv thiaj tso tsis tau." Cawv piv le hov tsau kuv.

Cawv kuj moog xeem puab dlaim ntawv xeem hu ua "CBEST." Nwg yog ib dlaim ntawv xeem ua ntej lub tsev kawm ntawv yuav txais ib tug neeg twg moog kawm ua xib fwb. Cawv has tas, "Kuv mas xeem ntau zaug heev li mam li xeem dhlau." Dlaim xeem nuav yeej nyuab tag tag le vim peb cov Moob xeem ntau tug lawm; cov dhlau mas yeej tsawg heev.

Moov los zoo kawg, Cawv kuj xeem dhlau dlaim CBEST hab kawm tav tom Fresno State tsua xyoo 1992. Fresno Unified School District txha ndlav nwg moog qha ntawv tsua tom Burroug Annex kws yog qha cov grade 4. Nws cov muv nyuas kawm ntawv yog Moob. Nplog, Qhabneem, Cu, Mee, hab tug puav Amelikas dlawd.

Cawv has tas tog nwg kawm tau los vim nwg tug qos puj hab nwg nam puab paab txhawb nwg heev. Yog tsi muaj puab txhawb ntshe nwg tub tso tseg lawm ntxuv. Muaj ib tug xib fwb qha ntawv tim Fresno lub tsev kawm ntawv laug hu ua Suzanne Meek los kuj paab nwg kawg le hab. Cawv ua puab suav ndlawg tsaug tuab si.

Nam txiv Moob txuj kev lawm txuj huv Mayfair

Tug sau: Dr. Phyllis Ruehli
Thawj tib fwb

Lub huam phaj ntawm peb qhov kev qha ntawv nuav yog peb xaav paub txog tus thaum cov nam txiv Moob tawg tuaj paab txawj ntawv. Moob lawm nuav os yog kawm ntawv. Aakiv nua yuav sau ib cuag, paub yuav paub tau paub tsev tuab neeg le cuag, hab puas yuav paab tau paub has txog kev ntshav neg ntshav haus.

Huv lub nplawv ntsoog Kalifuanias, xws le lub zog Fresno, muaj txug le ntawm ib ntsaab ntawm 110,000 tug Moob nyob teb chaw Amelikas nuav. Ntawv Moob tau tshwm sim lug muaj le 30 xyoo xwb. Vim le ntawd, feem coob, xws le cov miv nyuas hab cov laug, tseem tsi tau paub ntawv Moob.

Tsoom fwv ntawm cov lav hab huv teb chaws Amelikas, hab lwm paab lwm pawg tub tau paab qha ntawv Aakiv tsua cov Moob tawg tsog tab sis zoo le kuj paab tsi tau puab. Luas has tas tog Moob kawm tsi tau ntawv Aakiv los vim yog Moob tseem tsis tau txawj ntawv Moob. Ua ntej ib tug tuab neeg yuav kawm tau lwm hom ntawv, tug tuab neeg ntawd yuav tsum paub nwg hom ua ntej tsua tsawv. Yog le ntawd, peb txha le qha ntawv Moob tom tsev kawm ntawv Mayfair, kws yog ib lub tsev kawm ntawv huv Fresno Unified School District. Peb yaam lub ce

Txhua tus qhov kev kawm nuav yuav has txug Moob tej kev cai, dlaab qhuas, hab has txug puav kev kawm ntawv Aakiv, nwg yuav paab tau paub hab paub tsev tuab neeg. Tsaws le tau pum lug, teeb meem sawv thaum cov nam txiv tsi paub lug Aakiv es yuav moog thov paab tej miv nyuas lug paab txhais lug.

Ntawm peb lub huam phaj, peb xaav paub tas cov laug yuav kawm le caag paab txha le kawm tau ntawv, hab puas yuav muaj qhov txawv txaav thaum paab moog kawm lwm yaam lug. Tej nuav yuav paab tau paab lub zej zog, paab kev txawj ntse, hab paab tej kev lig kev cai Moob moog tsi paub kawg.

Kuv lub neej khiav tsov rog

Tus sau: Mai Vang

Kuv xuge kuv teeg kuv lub neej thaum khiav. Thaum xyoo 1975, kuv tau ncaim kuv niam thiab kuv tsev cuas ua kuv lub neej tawm. Kuv cuas khov kuab tsi tau ntev hma tsi tau ntau, kuv khov tsi tau ib zaug dab tsi li. Vay tsev tsis khiav tawm tsis chaw Nplog lawm.

Tom qab no, yog xyoo 1977 ntawd, cov Cob Fab thiab Hyalday ho xawv sib tua es peb thiaj tsis tau kev nyab li. Lub sij hawm ntawd, kuv twb muaj ob tug me nyuam lawm. Peb thiaj khiav mus nkaum rau hav qab tsuas cuaj cha. Peb tsi muaj mov noj li es niaj hnub mus khawb qos los noj xwb. Noj noj qos ces qos sawb thawj tag lawm. Peb ho mus nrhiav tsi tau qos lawm ces hos mus ntov txoob los ua noj.

Teb chaws ntawd mas txoob loj loj kawg--tej tug niag muaj plaub puag nkaus! Peb tug txiv neej yawg ntov ib hnub tsaus ntuj mas thiaj li vau ib tug. Thawn nws vau lawm ces muab phua ua tej txauj ces muab tws koin nyias nyias coj mus ziab tshav ntuj koin nkig nkig maim li coj los tuav hauv qhov cos koin mos mos. Tom qab ntawd peb muab hnab los thawv cov

Xyoo Nkeej Dawg Ntxi, nhab 3

Kalifuanias: Ua ntej thaum nrhiav kub

Yis xib. Helen Thao
Yis xhais. Her Vu
(Thaum tub xov xwm 7, phab 7 xo)

...ha nyob xwb zuj zus. Txiv neeg ntxim nkuj mus qhov twg ha, lawv qhuas nas Kalifuanias zoo xis nyob heev thiab huab cua hle kuj zoo tshav ntuj nrog xwb. Lawv qhuas tias, "Nws zoo li lub caij nplooj ntoos hlav tas mus li xwb. Tsuas muaj los daus xaum xeev neeb nkaus xwb! Yeej tsis pom muaj tej qoob loo zoo tshaj li ntawd lawm. Thiab hais txog teb chaws zoo nkauj, Kalifuanias yog lub zoo nkauj tshaj plaws nyob hauv qab ntuj no!" Neeg nyob txhua xhia qhov chaw hnov tej lus no, mas lawv cia siab thiab txaus siab kawg. Ces coob leej neeg thiaj tsiv los nyob hauv Kaskisfuasnias, tiam sis tsis yog los nrhiav kub. Lawv xav los nyob tsim vaj tsev thiab cog qoob loo.

Thaum xyoo 1844, yawg John C. Fremont tuaj rau hauv Kalifuanias. Nrog nws tuaj yog ib pab tub rog neeg Amelikas. Cov pej xeem sawv daws tau ntshai heev thiab hais lus ntxhi rau qhov ub qhov no xwb. Yawg Fremont hais qhia pej xeem sawv daws tias nws tuaj xyuas eb chaws thiab nrhiav ub no hauv Kalifuanias xwb, tiam sis lawv tsis ntseeg nws kiag li. Lawv xav tau tias tej saum Amelikas yuav tuaj txeeb Kalifuanias xwb. Muaj ib xhia neg cia siab tias Kalifuanias yuav tau teej kev ywj pheej nws tus khoej ntawm tsib chawv Kheevkhau. Ib xhia neeg Amelikas nyob hauv Kalifuanias tau ntau xyoo; lawv yuav cov lawv tiag tsib cov ntxhais los ua poj ntsum tub ze; lawv kuj muaj lawv dej num thiab tsiaj xhu ua lawv tug. Lawv cog qhuav yeg neeg thiab muab cov pej xeem neeg Spanish hauv Kalifuanias no los ua lawv kwv tij neej tsa tsheeb ze; thiab lawv tsis xav ua dab tsi phem rau cov neeg Spanish ntawd kom mob lawv siab li. Tiam sis cov neeg tuaj nyob hauv Kalifuania kuj xav kom Kalifuanias yuav tsum mus zwm rau teb chaws Amelikas. Thaum kawg, yeej yuav muaj dab tsi txawv txav los yog tau ua kom tiav.

Teb chaws Amelikas thiab Mexico thiaj ua tsov rog, sib ntaus sib tua txeeb Kalifuanias. Ob tog sib ntaus sib tua mus txog thaum lub ib hlis ntuj xyoo 1847, uas yawg Colonel Fremont thiab Mevxiskau tus General Andres Pico tau xees daim ntawv cog lus kom teb chaws tuaj tus. Txij thaum no mus, nws thiaj tsis muaj tsov rog hauv Kalifuanias lawm. Pib thaum no mus Kalifuanias thiaj yog neeg Amelikas tuj lawm. Los txog thaum lub 2 hlis ntuj 1850, Kalifuanias thiaj los ua Amelika ib lub xeev.

Thaum kib tej haum tau teb tom tsuj tej xwm no, neeb muaj tej yam nrim xeb xeeg xhem xib nej haus. Kalifuanniahib. Neeg pem kib nyob ntawm lub khaib Xibtej's Tsib! Qhov pem kib no tes yog pauv Kalifuanias kom vam muaj xwb, tiam sis nws pauv tas teb chaws Amelikas lib ti. Txiv xwm pem kub no neem xeeb rau txhia hej xhia tus. Tom qab me nyuj ntawd, tsis muaj ib yam dab tsi tau yauv nto moo hauv ntuj teb no li txij kev kub siab nrhiav kub. Kalifuanias thiaj kais ua ib lo lus txaus xav kawg. Kub yog lo lus uas ua kom zoo txaus ntseeg li yees siv ntag.

CSUF Hmong Student Association

(Koom Haum Hmoob qib siab)

Koj puas paub muaj pes tsawg tus Hmoob kawm ntawv hauv Fresno State University?

Cov tub ntxhais Hmoob kawm ntawv nyob tom Fresno State University kuj muaj coob zuj zus lawm. Hmoob pib mus kawm ntawv xyoo 1980 los yog 1981 ntawd. Thaum ntawd, muaj ob peb tug tub kawm ntawv xwb. Txij li xyoo 1985, peb cov Hmoob kuj ce mus txog li 10 leej tej lawm. Lub sij hawm ntawd, cov uas xub xub mus kawm lawv kuj tau kawm tiav ob peb tug thiab mus nrhiv tau hauj lwm zoo ua lawm.

Txij xyoo 1988, pib cov Hmoob kawm ntawv hauv Fresno State muaj li 100 lawm tug. Ib xyoos tog muaj li 7 txog 10 leej kawm tiav. Cov ntxhais tuaj kawm lub caij ntawd muaj txog li 10 leej tej. Xyoo ntawd yog thawj thawj xyoo uas cov tub ntxhais kawm ntawv tesl nrog tau cov nyog hauv zej zog thiaj pib muaj txoj sab laj los thiab nthuav tawv yim. Nais txog kev kawm ntawb kawm ntawv qib siab tau ib txoom nam txiv kwv tij neej tsa sawv daws. Raws li Me Vaj, tus lwm thawj tswj ntawm Koom Haum Hmoob, nais tias xyoo no muaj ze ntawm 350 tus Hmoob kawm ntawv hauv Fresno State University. Poj niam thiab txiv neej muaj sib npaug zos. Muaj 110 tus yog members hauv lub koom haum Hmoob.

Koom Haum Hmoob

Dej num xyoo 1992-93

Thanksgiving Dinner	*11/25/92*
Christmas Dance	*12/28/92*
Valentine's Dance	*2/14/93*
Hmong Culture Night	*3/3/93*
Hmong Education Conference	*4/4/93*
Graduation Ceremony	*5/22/93*
End of Year Ahp Ruj	*5/23/93*

Nqej Tseeg Tag (xeem phab 3 xo)

hnov ko xeb ib thiab muab xhiaj txuas ko qhov ib hnov qhov cub kom cub mam li no. Yeb koj li ntawd tau peb xyoos ntawv.

Txog thaum xyoo 1980, lub 1 hli ntuj, hnub tim 3, peb xauv kev taj mus rau Thailand. Peb taj tau kawm hnub nai hav zoov nej txeg dub neeb, me hab me xuam quaj zoo zaws, thiab kab nrhiv ib lug. Dej tsaws tiag nrov vig vag thiab cua tuaj txias zias mas ua rau yus kho siab zuv es tsis quaj los lub kua muag yeej poob taug kev ntsuav.

Peb tuaj tau kaum cuaj hnub txog ntua Dej Nab Khoom. Lub sij hawm peb hla dej ntawd yog 2:30 sawv ntxov. Thaum tsis tau nqi rau hauv dej mas zoo siab tias txog lawm tiag lau! Tiam sis, nqi plhawv rau hauv dej mus zoj li ob xuab moos tig hlo los saib ua cas tom ntej los deb ua luaj; tom qab los deb ua luaj ces mam tig rov poob siab. Niam txiv tub mam li tig rov thov ntuj thov teb pab.

Hmo ntawd kaj ntug dawb fog ces ho xav nas ntshai yog Thaib yuav tuaj muab tua thiab los ua cas. Cov niam txiv tub ho ntshai heev ces tshee cuag ua npaws thiab. Thaib tuaj txog thiab caj pob mus muab mov ncj thiab muab sib tshe rau peb kwv. Hnub dawb. Thaib muab peb caj ib kauh tig ces kauh tom qab Thaib thiaj li muab tu los nyob rau lub uraog Neeni Thaiv. Khuj ib lub xauv kaw ncej hu ua xuaj kaw thaus no. Peb thiaj los nyob tau ib khis thaus ntawd.

Txag thaum 1981, lub 1 hlis ntuj, tus 5, Thaib thiaj xa peb los rau Vib Nais, uas yog lub xeem Hmoob. Peb los nyob Vib Nais no mas txom nyem ntau tsav ntau yam. Nyiaj txiag los tsi muaj siv, taws los tsi muaj rauv, mov los tsis txaus noj es cuv peb yuav txom nyem txhua tsav txhua yam. Lam sib nyob, sib nyob tau yim xyoo nkaus ces txog xyoo 1988, lub 4 hlis ntuj, hnub tim 18, peb thiaj tau sawv kev tuaj mus rau Phabnab. Txog lub cuaj hlis, tim 14, 1988, peb tau sawv kev Phabnab tuaj rau teb chaws Amelikas no lawm. Peb tuaj poob rau lub zos Fresno no.

Peb tuaj nyob tau plaub xyoo hauv lub zos no kuj zoo txhua yam tiam sis yog yus tsi txawj ntaub txawj ntawv es yus tu tu siab rau yus xwb.

XOV XYAS DER & ZE

• Kev poj npiv xav tus Mayor hauv Fresno teem yuav muaj mov hnub tim 27 lub 4 hlis, 1993. Vim tias zoom tus hos no tsum tsheb thiab tim Patterson nkawv yeej tawm nkawv teem yuav xib ib xeb hnj nag yuav tau rau poj koom kev tsa hos ua tus Mayor tag.

• Fresno: Marvin Brennan uas yog Amelikas tus saib xyuas cov neeg thoj nam nyob Bangkok, Thaib teb, tuaj ntsib Hmoob hauv Fresno no Friday, hnub 26, lub 3 hlis 1993. *Nws hais tias teb chaws Amelikas tsuas muaj cai txais 7,000 tug Hmoob xyoo no thiab 6,500 tus lwm xyoo ua ntej cov xeem hauv Thaib teb raug kaw tas rau xyoo 1994. Tshuav 35,000 tus Hmoob tseem nyob Thaib teb uas tseem yuav tuaj teb chaws no los sis raug xa rov mus nyob teb chaws Nplog. Nws hais tias ib co Hmoob tim no thiab tim ub tseem npaj siab yuav mus nyob teb chaws Nplog vim tias yog yawg Vaj Pov hais tias nws tseem yuav mus txeeb kom tau lawv lub teb chaws. "Kuv ntseeg tau tias cov Hmoob uas rov mus nyog teb chaws Nplog yuav zoo dua lawv tuaj nyob tej zos loj hauv teb chaws no," Yawg Brennan hais.*

• **Moscow, Russia**--Ib cov nom tswv thiab pej xeem huab hwm tsis txaus siab rau lawv tus thawj tswj fwv Boris Yeltsin vim tias nws lub tswv yim kho teb chaws tsis haum lawv. Ib feem ntawm cov neeg Russians xav muab Yeltsin ncaws tawm thiab tawv xav kom lub teb chaws Russia tig rov qab mus coj kev cai Kaus-maniv li tau los no. Amelikas cov nom tswv xav kom Yeltsin ua tej yam vim tias nws yog thawj tug tswm fwv pej xeem neeg Russians xaiv tau. Yuav kom zoo tau Yeltsin mas tej chaws Amelikas yuav siv nyiaj txiag ntau heev. Yog Yeltsin raug ncaws tawm tag mas tej zaum yuav muaj tsov tog hauv teb chaws Russia.

Koj sab laj

Cov hoam phiaj ntawm lub koj sab laj muaj li ntawm no:

• *Muaj ntau tsev yam ntxhi ntawv qhia txog cov tsev kawm ntawv rau cov tsoom ntaiv tuv thiab tsoom tub ntxhais kawm ntawv.*

• *Qhia tsoom tub ntxhais kawm txog qhov txeej txeeb ntawm Hmoob tuaj ci thiab kev kawm ntawb kawm ntawv.*

• *Tshawb cov poj niam thiab ntxhais Hmoob kom lawv mus kawm ntawv qib siab.*

• *Qhia tsoom niam txiv thiab tsoom tub ntxhais kawm ntawv kom lawv thiaj muaj kev kawm xceeb.*

• *Qhia txog Hmoob tuaj ci es xawv daws thiaj paub.*

Fresno State **Hmong Student Association** yog tus ua thiab khiav hauj lwm. Fresno State **Associated Students, Inc.** thiab **Fresno Regional Occupational Center** pab nyiaj txiag lus them tus nqi tshaj xo tawm rau pej xeem, tus nqi yuav xu nej thiab tej nqi kawm ntawv ntxiv rau lub koog xab laj no. Cov nyiaj muab los ntxiv rau lub koog xab laj zaum no los se ntawm $5,000.

Attention: The deadline to turn in articles for the next issue is April 23, 1993. Yog nej leej twg xav tau ntawv tau tuab xov xwm no, thov muab rau wb ua ntej 4-23-93.

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HMONG
Parents Newsletter

HMONG ADULT LITERACY PROJECT
...ntary School, Fresno Unified School District
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Lus los ntawm tus tsim

Nyob zoo ib tsoom niam txiv sawv daws. Zoo siab tos txais nej rov qab tuaj nrog peb kawm ntawv, sib qhia tswv yim, thiab piav txog peb tej kev noj kev haus.

Hauv tsab ntawv xov xwm no, peb muaj ob peb tsab ntawv tseem ceeb. Tsab hais txog "AIDS" qhia rau nej tias yam mob no zoo li cas thiab kis li cas; yuav ua li cas yus thiaj li yuav zam dhau tej mob phem no.

Tsab lus ua "Hmoob lub luag hauj lwm nrog Amelikas nyob Nplogteb" yuav piav rau nrua hais tias kev tuaj teg nyob Nplogteb pib li cas, yus li cas Hmoob thiaj nrog hauj lwm teg, thiab Hmoob lub luag hauj lwm teg dab tsi.

Muaj lwm tsab ntawv hauv no kuj zoo kawg thiab. Thov nej sawv daws nyeem mus. Yog tias qhov kuv tsis zoo hu los rau, thov rau ntawv tuaj peb paub. Ua tsaug ntau, es nib ntsib dua lwm tsab.

Tom Xaab Haam & Ben Hawj Vaj
Editors

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...o Hmoob kawm ntawv hauv Mayfair, April 19, 1993. Dlub (--> x: Mus Vaj, Xaib Haam, Vaib Tsab, Mam Xyoj, tug tub Kiam Lue, Brian Setencich, Mus Vaj, Jenny Xyoj, Ke Hauj, Xis Xyoj, Phai Haam, ib tsib 2.. Tiv yus dub Ben Hauj Vaj

AIDS: Cov kab mob tus tsi muaj ib yam tshuaj yuav cawm tau

Tus kho: Hawj Vaj

(Reprinted from *The Refugee*, Aug. 1988)

Nco yog tsab 1 ntawm cov lus qhia txog *cov kab mob AIDS* uas tsoom fwv hauv *teb chaws Amelikas* no yog tus muab xa *tuaj rau tshua tshua tsev* neeg.

AIDS yog yam kab mob dab tsi?
AIDS (acquired immunodeficiency syndrome) yog ib hom kab mob phem heev thiab yog ib qho teeb meem loj tshaj plaws rau pej xeem huab hwm nyob thoob ntej teb. Txhua leej txhua tus--tsis hais tus laus los hluas--yuav tsum paub zoo txog AIDS vim hais tias yog leej twg kis tau cev nws kawg tuag xwb, tsis tau muaj ib yam tshuaj tuav los kho tau li.

...no yuav noj yus tej ...us lub cev daj thi-

...ceem AIDS phab 4

Hmoob lub luag hauj lwm nrog Amelikas nyob Nplogteb

Tus sua: **Xaab Haam**

CSU, Fresno--Raws li Dr. Jane Hamilton-Merrit taus piav rau peb hais txog kev ua tsov ua rog nyob Nplogteb rau lub 4 hlis, tim 4, 1993 mas muaj ntau txoj kev taug thiab ntau lub huam phiaj. Raws li nws hais mas tsov rog hauv Nplogteb pib tom qab thaum qab ntuj tua rog zaum ob (World War II).

Lub sij hawm ntawd yog xyoo 1960, Amelikas nyuam qhuav xaiv tsa tau Tsoom Fwv John F. Kennedy los khiav ua hauj lwm. Eisenhoward, Amelikas tus tsoom fwv qub, thiaj hais rau Kennedy hais tias teb chaws Nplog yog ib lub teb chaws sov uas Amelikas yuav tsum pab ua ntej tshaj txhua txhua yam.

Amelikas lub huam phiaj thaum ntawd mas yog lawv tsis xav kom Nplog

Nyeem RogNyablaj, phab 2

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Rog Nyablaj, txuas phab 1 los...

ntxeev mus ua Nyablaj li lwm lub teb chaws. Qhov teeb meem uas lawv pom tau hais tias yuav loj tshaj qhov ntawd zoo li no. Lawv hais tias yog Nplog poob rau Nyablaj Liab, lwm lwb teb chaws ib ncig ntawd xws li Mabliab, Qhabmeem, thiab Thaib yuav poob mus coj kev cai Nyablaj tib sis. Qhov phem tshaj no, tej zaum kev cai Nyablaj yuav kis mus rau Ma-les-zia thiab Ee-ntaus-niv-zias (Malaysia & Indonesia).

Kennedy xav tau tias yuav ua li Eisenhower hais tiam sis nws ho muaj ib qho teeb meem thiab. Thaum Amelikas xaiv Kennedy los ua tsoom fwv, nws tub yuav laug tsis yeej. Nws thiab nws cov tub txib hais tias yog Kennedy tseem pab Nplog thiab ces ntshe pej xeem huab hwm yuav tsis xaiv nws los ua tsoom fwv ntxiv lawm. Vim tej no, Kennedy lawv thiaj muab teb chaws Nplog thawb mus rau tom qab es cia Kennedy yeej ua Amelikas tsoom fwv zaum ob lawv mam pab Nplog.

Ua li cas los tsis zoo ces Kennedy lawv thiaj muab Nplog ntxeev los ua ib lub "neutral country" los yog ib lub teb chaws ntsuab ntsab. Thaum ntawd, Amelikas thiab Nyablaj Liab nkawd thiaj lees los tsho lawv cov tub rog tawm mus tibsis hauv Nplogteb rov qab mus rau lawv teb chaws. Tom qab lawv ua cov ntaub ntawv no tag, Amelikas thiaj tsho nws cov tub rog los rau Thaibteb. Nyablaj Liab lawv tsis kam tsho lawv cov tub rog. Nyablaj hais tias peb twb tsis muaj tub rog nyob hauv Nplogteb es peb yuav ua li cas tsho. Qhov tseem ceeb mas lawv muaj; lawv dag Amelikas thiab Nplog xwb!

Amelikas yeej paub zoo tias Nyablaj Liab yuam cai lawm tiam sis lawv ua tsi tau li cas li thiab. Kennedy lawv thiaj hais tias Nyablaj twb yuam cai lawm, lawv yuav yuam cai ib yam nkaus thiab. Vim li no, Amelikas thiab nyiag kev tuaj mus pab Nplog thiab Yawg Hlob Vaj Pov lawv tua Nyablaj Liab. Tom qab no, lub npe "**The Secret Wars**" thiaj tau tshwm sim los.

Lub sij hawm ntawd, Hmoob yeej nto hmoo lawm. Fabkis hais qhia rau Amelikas tias "Hmoob yog ib pawg neeg uas txawj tua rog heev." Lawv tua Nyivpoom thaum Nyivpoom tuaj txeeb Nplogteb. Ib pawg tub rog Hmoob muaj li 12 leej neeg; lawv ntshiav thiab nyiag tua Nyivpoom ib hnub ob peb pawg ua rau Nyivpoom xav tias ntshe muaj tub rog coob los vij thiab tua lawv mas lawv ntshai kawg.

Tas li no lawm xwb. Thov nyeem tsab ntawv no ntxiv rau tsab ntawv xwm 4 uas yuav tawm rau lub 5 hlis ntuj hnub tim 15, 1993. Kuv nkim li paub ntxiv rau nej tias yog vim li cas Amelikas thiaj xaiv Hmoob los nrog lawv ua rog Nyablaj Liab.

Kuv txom nyem vim muaj tsov rog

Tus sau: Ntxoov Huas Xyooj

Kuv niam thiab kuv txiv yug kuv nyob Moos Mauj thaum xyoo 1960. Peb ua teb noj los txog rau xyoo 1962 ces kuv txiv tau mus ua tub rog nyob rau Thoob Pawj Moos Mauj lawm.

Xyoo 1968 kuv tau mus kawm ntawv ib ntus ua ntej teb chaws Nplog tawg. Ces xyoo 1973, kuv tau los mus rau Moos Cab uas nyob lub zos hu ua Kiaj Muas Nyas; kuv tau mus kawm ntawv qib ib txog rau xyoo 1974 ces kuv nce mus qib 2. Xyoo 1975, peb tus coj [Yawg Vaj Pov] tau khiav tawm hauv peb lub teb chaws lawm, kuv txiv ho coj peb mus ua Cob Fab los yog sawv ua tsov rog Nplog liab.

Xyoo 1976 mus txog 1979, kuv txiv tau tas sim neej vim yog kev sib ntaus sib tua ua rau kuv thiab tsev neeg txhov siab nrhiav noj nrhiav haus nyuab; txij thaum ntawd los, kuv ua lub neej txom nyem pab tsis tau cov yau thiab niam lawv sawv daws vim yog tsis muaj txiv coj lawm--zoo nkaus li lub cooj qaib uas tsis muaj tus lau qaib qua lawm ces txawm sawv ntxov los lub cooj qaib thiaj li nyob txias to xwb.

Xyoo 1980 mus 1986, peb thiaj tau tsiv mus nyob rau hav zoov hav tsuag. Kuv txom nyem heev lawm nyob los pab tsis tau yus thiab yuav tsis muaj neeg pab yus. Kev txom nyem los tseem yuav muaj ntau heev thiab mov los tsis muaj noj, tsev los tsis muaj nyob, ris tsho los tsis muaj hnav. Txom nyem kaweg nkaus tshuav txoj sia tsis tu xwb thiaj txiav txim siab tso kwv tij pov tseg rau tom qab. Peb thiaj khiav los Thaib teb.

Brian Setencich tuaj xyuas niam txiv Hmoob tom Mayfair

Tus sau: **Xaab Haam**

Mayfair School, Fresno, CA. Brian Setencich, uas yog ib tug councilman ua hauj lwm hauv Fresno City Hall, tuaj xyuas cov niam txiv kawm ntawv Hmoob hauv tsev kawm ntawv Mayfair hnub Tuesday, tim 19, lub 4 hlis 1993.

Yawg Brian Setencich thiab Jim Patterson nkawd tab tom sib txeeb los ua tus Mayor huav lub nroog Fresno no.

Zeb Vaj, uas yog ib tug poj niam Hmoob, nug yawg Setenchich tias, "Yog nws tau raug xaiv los ua tus Mayor no nws puas yuav pab ntshiav xib hwb los qhia ntawv rau sawv daws cov me nyuam?" Setencich teb tias, "Lub luag hauj lwm no yog Fresno Unified School District li. City Hall tsuas yog pab tswv yim khiav dej num me ntsis rau lawv xwb."

Mim Xyooj hais tias, "Peb xav qhuab qhia peb tej me nyuam li yav thaud los ho yuav txhaum Amelikas txoj cai thiab. Yuav ua li cas peb thiaj li yuav qhuab qhia tau peb cov me nyuam nyob rooj teb no?" Yawg Setencich teb li no, "Kuv yeej hnov tej lus no me ntsis lawm thiab. Nej txhob poob siab. Nej muaj cai hais nej tej me tub me nyuam ntau tshaj li nej paub txog. Nej yij meem qhuab qhia lawv raws li txoj kev cai pub tau."

Yawg Brian Setencich ho hais ntxiv tias kom cov niam txiv qhia lawv tej kev cai thiab dab qhuas rau lawv cov me nyuam

Nyeem Setencich, phab 4

Paj Lug

"Thaum ynav hla tus dej, koj ynav tsum hle koj nkawm khau tso."

Lub ntsiab lus hais tias: Thaum yus mus nyob rau lwm lub teb chaws tshiab, yus yuav tsum paub luag tus kev cai thiaj muaj kev haum xeeb nrog luag. Txawm tias yus yog ib tug nom los yus yuav tsum txhob hla dhau luag tus zaj.

Poj niam tus yam txawv

Tus sau: **Yaj Mim**; tus kho: **Teeb Lis**

(Tsab ntawv no twb sau xyoo 1965 lawm)

Poj niam lub cev tsis khov heev thiab yuav tsum txuag zoo. Nws lub cev zoo saib, muaj nqaij puv, thiab du. Cev nqaij pob txha hnyav tsis cuag txiv neej li. Tej tes taw muag ua yam twg ua tau mos thiab zoo ntsia, tsis txhav txhav. Poj niam lub ntsag dav, vim nws yog tus niam yuav xeeb tub, yug ntxhais. Poj niam lub cev tsis tau zoo nyob. Txhua txhua lub hlis, nws lub cev ntas. Vim li ntawd, nws tus yam ntxwv thiaj tsis xwm yeem, thiab hloov raws nws lub hli. Yam li tej ntu nws tsiv siab thiab npau taws sai. Tej ntu nws ho zoo, hais lus luag ntxhi, thiab tsis tshua npau taus.

Poj niam yog ib tug neeg mloog nws lub siab ntau. Thaum nws zoo siab los nws chim siab mas yuav pom nyob hauv nws tej hauj lwm. Poj niam lub siab thiab lub cev mus ua ke; lub cev mus raws li lub siab.

Thaum ib tug poj niam pib deev hluas mas nws lub siab tsis hlub nws tus txiv ntev los lawm. Nws thiaj li mus nrhiav lwm tus. Tus poj niam xub ua tsis ncaj nyob hauv nws lub siab; nws lub cev mam li ua tsis ncaj tom qab. Poj niam lub siab coj poj niam. Nws mloog nws lub siab ua ntau. Poj niam tsis cais nws lub siab, nws kev ntseeg, thiab nws txoj hauj lwm.

Poj niam tsis tshua zais siab. Nws xav li cas mas nws hais tawm rau luag paub. Muaj ab tsi nyob hauv nws lub siab mas nws ua tshwm sab nraud rau luag pom. Nws tsis tshua npog nws lub siab.

Poj niam xav hnov lo lus qab zib; kom tus txiv hais rau nws ib yam thaum nkawd tseem ua nkauj ua nraug. Nws xav hnov tus txiv qhuas nws, tab sis ib txhia txiv neej tsis hais tej yam zoo li no pes tsawg. Vim li ntawd, tus poj niam txhob poob siab. Nws yuav tsum nco hais tias txiv neej tsis nyiam hais lus ntau. Tsis tas li ntawd, tus niam yuav nco txog tus txiv txoj kev sab, kev nkees uas nws mus khwv sab nraud los pab nws tsev neeg. Yog tus niam nrhiav txoj kev ua zoo xwb mas tus txiv yuav hlub nws xwb.

Txiv neej hlub nws tus poj niam, mas nws xav tias hlub xwb tsis hais ntau ntau los tau. Lo lus "Kuv hlub koj" nws tau hais ib zaug lawm; nws xav tias kav tag ib sim neej tsis tas yuav niaj hnub hais. Txiv neej mas zoo le no. Txawm yog li cas los poj niam thiab txiv neej yuav tsum sib hlub.

Niam txiv Hmoob kawm ntawv nyob Green Bay, Wisconsin sau ntawv tuaj

Lub 3 hlis ntuj tim 17, 1993

Nyob zoo ib tsoom niam txiv kwv tij neej tsa Hmoob:

Ntawm no peb yog cov tub kawm ntawv nyob hauv Green Bay. Peb sau tsab ntawv no tuaj ntsib nej sawv daws. Xyoo no yog thawj xyoos uas peb pib kawm ntawv Hmoob. Peb coob kawg thiab muaj kev lom zem kawg. Peb zoo siab kawg uas muaj ib lub program qhia ntawv Hmoob rau peb tsoom Hmoob sawv daws. Tsis tas li ntawd, peb kawm ntawv Askiv, kawm xam phaj, kawm caij bus, kawm txog teb chaws hauv ntiaj teb, kawm teeb duab, kawm yuav khoom noj, thiab kawm ua zaub ua mov. Yog nej tau txais peb tsab ntawv, thov nej sau ntawv tuaj qhia peb saib nej lub program ho kawm li cas.

Lom qab no, peb yam thiab cia siab tias nej sawv daws yuav ntsib kev thaj yeeb thiab kev noj qab nyob zoo. Sib ntsib dua lwm tsab.

Sau npe:
Yiv Vaj, Ntxawm Vaj Lauj, Naib Xyooj,
Mai Vaj, Mab Yaj, Tsaib Xyooj,
Maiv Vaj, thiab Yeev Vaj

Cov niam txiv Hmoob kawm ntawv nyob Green Bay, Wisconsin 3/3/93

Yeeb Yaj Lis

Nyob zoo cov phooj ywg. Kuv lub npe hu ua Yeeb Yaj Lis. Kuv los kuj tuaj teb chaws no tau 13 xyoos lawm. Kuv tseem kawm ntawv Hmoob thiab ntawv Askiv ua ke nyob hauv khoom haum Hmoob. Kuv yeej tsis paub ntawv Hmoob zoo li. Thov hais rau cov phooj ywg ho sau ntawv tuaj tsham peb thiab.

Ntsuab Pov Lauj

Nyob zoo txog tus phooj ywg. Kuv lub npe hu ua Ntsuab Pov Lauj. Kuv tuaj teb chaws no tau 4 xyoos lawm. Kuv los tseem kawm ntawv Hmoob thiab ntawv Askiv nyob hauv koom haum Hmoob. Kuv kawm nyeeb thiab sau ntawv Hmoob thiab ntawv Askiv. Kuv thov koj ho sau ntawv tuaj rau kuv thiab.

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AIDS *txuas phab 1 los...*

ab tsis muaj zog. Koj yeej tsis paub tias koj kis tau AIDS yog tias koj tsis mus kuaj ntshav saib. Cov kab mob no yuav noj koj tej roj ntsa thiab ua kom koj lub cev ntaj ntsug puam tsuaj zuj zus mus txog thaum tsis muaj txoj sia xwb. Cov kab mob no muaj peev xwm ua kom lwm cov kab mob phem sab nraud nkag los rau yus lub cev thiab ua rau yus haj yam mob loj ntxiv xwb.

Leej twg thiaj kis tau AIDS?
Feem coob ntawv pej xeem neeg xav tias tsuas muaj qho pab qho pawg uas tsis coj zoo los sis tsis tshua txuag lawv lub cev thiaj kis tau AIDS xwb. Qhov no tsis muaj tseeb. Qhov tiag mas AIDS yeej tsis txuag leej twg kiag li! Cov neeg uas yuav kis thiab kis tau AIDS mas coj raws li nram no:

- *Cov neeg tsis txuag cev, uas lam tau lam deev neeg phem neeg zoo los muaj. Piv xam li txiv neej deev txiv neej, poj niam deev poj niam.*
- *Cov me nyuam mos kis tau AIDS ntawm lawv leej niam ua ntej los yog thaum yug lawv, vim tias lawv niam twb muaj cov kab no lawm.*
- *Cov neeg quav yeeb quav tshuaj uas sib qiv rab koob "syringe" los txhaj tshuaj rau ntawm caj npab. Cov kab mob nkag rau ntawm lub raj koob es kis rau lwm tus neeg uas siv rab koob ntawd.*

Tas li no xwb...Thov nyeem AIDS ntxiv rau tsab xov xwm 4 uas yuav tawm rau lub 5 hlis ntuj, hnub tim 15, 1993. Kuv mam li qhia nej hais txog kev kis thiab tsis kis ntawd ntxiv rau nej.

Setencich, *txuas phab 2 los...*

kom es lawv thiaj yuav nco qab. Cov niam txiv kuj pom zoo li thiab. Yawg Sentencich hais tias, "Yus yuav tsum khaws tej txuj ci Hmoob uas zoo coj los xyaw rau Amelikas cov yus lub neej thiaj yuav vam meej."

Kuam Lauj ho nug tias nws puas yuav ntiav Hmoob los ua hauj lwm hauv Fresno City Hall los pab cov Hmoob yog nws tau raug xaiv los ua Fresno tus Mayor. Setencich teb tias, "Txhua pawg neeg yuav tau mus ua hauj lwm rau sawv daws es txhob poob siab."

Cov niam txiv ho nug tias lawv pov puas tau npav rau nws. Hawj Vwj wb thiaj li teb tias lawv pov tsis tau vim tias lawv tseem tsis tau ua neeg Amelikas. Lawv ho nug ntxiv tias, "Yuav ua li cas peb thiaj yuav pab tau Setencich?"

Setencich xav kom lawv mus piav thiab qhia rau cov uas nws ho pov npav tau. Nws hais tias qhov tseem ceeb tsis yog nyiaj txiag. Qhov zoo tshaj mas xav kom sawv daws paub nws zoo thiab xaiv nws los ua nom, es nws mam txhim kho Fresno kom zoo tshaj yav tas los.

Attention: *The deadline to turn in articles for the next issue is 5/11/93.*

Yog nej leej twg xav sau ntawv rau tsab ntawv xov xwm no, thov xa tuaj kom txog peb rau hnub 5/11/93.

Hmong Adult Literacy Project

Directors From CSU, Fresno
Dr. Adrienne Herrell
Dr. Hee-Won Kang
Dr. Phyllis Kuehn

Mayfair Elementary School
Dr. Ben Atitya, Asst. Principal

Teachers
Cher Vang, *Coordinator*

Tom Hang & Her Vue
Comp./Newsletter/Math Class (Advanced)

Teng Lee & Toua Cha
Beg. Hmong Literacy Class

Mai Kia Lee
Beg. Hmong Literacy Class

Mai Lee Fang
Beg. Hmong Literacy Class (Children)

Fu Vang
Beg. Hmong Literacy Class

Translators/Child Care
May Vang, Pang Moua,
Yee Moua, Joey Lee,
Tong Her, Koua Her
David Simko (Volunteer)

Videographer
Sean Bateman

LUS TSHAJ XO: Thov caw tsoom niam txiv thiab kuv tij neej tsa Hmoob sawv daws tuaj koom lub rooj sab laj nrog cov tub ceev xwm Hmoob thiab Amelikas nyob ntawm tsev kawm ntawv Mayfair chav tsev noj mov. Lawv tuaj qhia txog kev xyuam xim rau nej kom nej txawj ceev faj nej tus kheej thiab nej tsev neeg. Lawv ua daim xwb es nej sawv daws npaj lus tuaj nug. Sij hawm pib thaum 6:00 teev tsaum ntuj, hnub Friday, 4/30/93.

HMONG ADULT LITERACY PROJECT
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HMONG
Parents Newsletter

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Editorial

Thov hawm txog ib tsoom niam txiv Hmoob sawv daws. Muaj lus zoo siab uas nej rov tuaj nrog peb kawm ntawv, sib qiv tswv yim, thiab piav txog peb lub neej nyob teb chaws no thiab thaum ub.

Hauv tsab ntawv xov xwm no, peb muaj ob peb tsab ntawv tseem ceeb. Tsab hu ua "**Hmong at the Turning Point**" yuav piav txog Dr. Yang Dao cov tswv yim txhim kho Hmoob.

Hauv tsab hu ua "**Fresno Police**" piav tej kev xyuam xim uas tseem ceeb es yuav pab tau yus thiab yus tsev neeg.

Muaj lwm tsab ntawv hauv no los zoo kawg thiab. Thov nej sawv daws nyeem mus. Yog tias qhov twg tsis zoo los tsis yog, thov sau ntawv tuaj rau peb paub. Ua tsaug ntau thiab sib ntsib dua lwm tsab.

Tom Xaab Haam & Ben Hawj Vwj
Editors

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Hmong at the Turning Point, Dr. Yang Dao

Tus sau: **Tom Haam**

Dr. Yang Dao tseem tab tom xees mus phau ntawv rau cov kwv tij Hmoob. Yees duab: Hawj Vwj

Fresno, CA-- May 8, 1993, Dr. Yang Dao, thawj tug Hmoob kawm tiav rau Ph. D., tuaj pem Brooklyn, Minnesota tuaj piav txog nws phau ntawv hu ua "Hmong at the Turning Point" uas nws nyuam qhuav sau tiav thiab nws tuaj muab tswv yim los kho Hmoob lub neej. Muaj li ntawm 150 tug Hmoob thiab ob peb tug Amelikas tuaj mloog nws tham.

Dr. Yang Dao hais tias nws txhob txwm sau pho ntawv no coj los qhia ntiaj teb neeg sauv daws kom lawv paub txog qhov tseeb ntawm Hmoob thiab Hmoob lub neej nyob puag ntuj qub qab. Nws hais ntxiv tias puag thaum ub uas Hmoob nyob Nplogteb mas Nplog thiab Fab Kis lawv cem Hmoob phem heev. Luag hu Hmoob ua "Meo" xwb. Fab Kis hu Hmoob ua "cov niag dev caum kauv."

Dr. Yang Dao hais tias lawv hu peb li no vim tias peb Hmoob khiav nce roob ceev ib yam li niag plis thiab peb lub suab los nrov li. Txua txhia qhov chaw uas nws mus mas Nplog yeej cem nws ua "Meo" xwb. Muaj tej zaum luag cem Hmoob mas nws mob

Nyeem Dr. Yang Dao, phab 4

Fresno Police tuaj qhia tswv yim rau tsoom niam txiv Hmoob

Tus sau: **Hawj Vwj**

Fresno, CA--Hnub tim 30, lub 4 hlis 1993, Yeeb Vaj thiab Paj Thoj Txiajxab, thiab Fresno Police Chief Joseph Samuels tuaj ntsib tsoom niam txiv kwv tij neej tsa Hmoob hauv tsev kawm ntawv Mayfair. Muaj ze li ntawm 50 tus Hmoob tuaj koom lub rooj sab laj no; lawv tuaj kawm thiab mloog cov tswv yim hais txog kev tiv thaiv yus tus kheej thiab yus tsev neeg; lawv kawm tej kev phem kev zoo, kev txhaum thiab tsis txhaum yuam tus cai tsav tsheb, mus rau kev ntaus tswv yim rau cov poj niam kom lawv ceev faj heev thaum lawv tawm mus sab nraud.

Cawv Vaj, Hmoob thawj tug xib fwb qhia

Nyeem Police, phab 2

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Police, *txuas phab 1 los*

ntawv hauv Fresno, txhais lus rau tsoom niam txiv thiab tus nai tas luaj.

Police Chief Joseph Samuels hais tias nws zoo siab tuaj pom tsoom niam txiv Hmoob sawv daws. Nws hais tias nws paub muaj neeg Esxias coob heev nyob hauv lub nroog Fresno no. Nws lub luag hauj lwm mas yog saib xyuas pej xeem neeg sawv daws kom sawv daws muaj kev haum xeeb, tiv thaiv pej xeem ntawm muaj kev sib ntaus sib tua, rau txim rau cov neeg ... ntxhaum tus cai. Thaum nug nws txog tsoom niam txiv Hmoob yuav qhuab qhia me nyuam li cas thiaj zoo thiab thiaj tsis txhaum Amelikas tus cai, Chief Samuels teb tias, "Qhov tseem ceeb tshaj plaws hais txog kev qhuab qhia thiab txw me tub me nyuam mas xub pib ntawm niam txiv thiab hauv vaj tse. Yog niam txiv coj tus yam ntxwv zoo ces tej me nyuam thiaj kawm tau txoj kev zoo thiab thiaj saib taus nkawv ua niam ua txiv. Niam txiv coj tsis zoo los vim yog lawv siv yeeb siv tshuaj ces tej me nyuam yuav ua li ntawd lawv thiab."

Maiv Xis Lis, ib tug niam tsev, thiaj ... "hief Samuels tias, "Ua li peb ... tnoob coob li 35,000 nyob nauv Fresno no, es koj yog tus coj

Nyeem Police ntxiv, phab 4

David Koresh

WACO, Texas -- Yawg David Koresh thiab 70 tawm tus neeg uas ntseeg nws raug kub hnyiab tuag tas rau hnub Monday, tim 19, lub 4 hlis ntuj, 1993 lawm.

Ua ntej thaum lub tsev kub hnyiab, Amelikas tus thawj coj kev ncaj ncees, Janet Reno, tso cai rau cov tub ceev xwm tsav luv tham mus tsoo tsev thiab tsuag tshuaj rau David Koresh lawv kom lawv tsaus muag tso cov tub ceev xwm mam li mus ntes lawv cov nyob sab hauv. Tom qab ntawd, lub tsev cia li kub hnyiab. Xya caum ntawm 93 tus neeg (17 tus yog me nyuam) uas nyob hauv lub tsev yeej tawm tsis tau li; xya tus neeg thiaj dim xwb. Thaum lub tsev kub hnyiab, yeej tsis muaj leej twg pab tau li vim nws kub hnyiab muaj ceem heev thiab mos txwv los tawg tsheej zaag hauv lub tsev tuaj ces ua rau sawv daws ntshai.

Cov neeg uas khiav dim lub tsev kub nyiab liam tias yog vim FBI coj luv tham mus tsoo tsev es tsev thiaj li kub hnyiab. Lawv hais ntxiv tias David yeej tsis dai tuag thiab tua nws cov tseeg ib tug li. Cov FBI hais tias lawv yuav tsis lees txoj kev txhaum vim thaum lub tsev kub hnyiab, nws cig peb qhov chaw tuaj thiab twb tsis yog cig qhov uas lawv tsoo. Tsoom fwv Bill Clinton los kuj pab cov FBI thiab Janet Reno lawv. Nws hais tias tsis yog tim leej twg. Tus txhaum yog tim David Koresh, nws yog ib tug neeg phem thiab neeg tsis zoo es nws thiaj haub cov ntseeg no mus raug tuag li no.

Tam sis no, lawv twb nrhiav tau li 86 lub cev lawm, tiam sis tseem tsis tau zeem taú ib txhia vim tias cov neeg ntawd twb kub hnyiab tshuav pob txha lawm xwb. Qhov tseem ceeb tshaj mas lawv zeem tau David Koresh lub cev lawm. Lawv hais tias yawg lub taub hau muaj ib lub qhov mos txwv. Tiam sis yuav tsis mauj leej twg paub tias yog nws tua nws los yog lwm tus tua nws li.

"Car-jacking" yog dab tsi?

Tus sau: **Hawj Vwj**

"Carjacking" yog ib txog kev poob neeg thaum yus tseem nyob hauv tsheb. Txoj kev tub sab tub nyiag no mas twb vam zuj zus hauv zej zog no lawm. Txiv lub 1 hlis ntuj 1993 los no xwb twb muaj li ntawv coob tus neeg raug poob nyiaj raws li txoj kev no lawm.

Sawv daws ceev faj zoo heev--txawm nruab hnub thiab hmo ntuj los ib yam--thaum nres tsheb ntawm ntug kev los yog nres hauv plawv kev kiag, vim tias muaj ib co neeg phem heev uas tseem muaj peev xwm los muab riam phom khoo yus hauv yus lub tsheb kiag. Thaum luag muab phom twb kiag yus taub hau lawm, yus yeej nti tsis taus li; yog nti ces kawg tuag xwb.

Yuav ua li cas koj thiaj zam dhau tej teeb meem no? Koj ua raws li nram no tej zaum yuav pab tau koj:

- *Kaw qhov rai tsheb ttxhua txhia zaus haum nres tsheb hauv plawv kev.*
- *Xam pem toj nram hav seb puas muaj neeg txawv. Yog pom leej twg txawv txaus ntshai no ces kav tsiv tsav tsheb ceev ceev tawm.*
- *Mus nres tsheb rau thaj tsam chaw muaj neeg coob pom, es yog muaj teeb meem dab tsi lawv thiaj pom koj, thiab tus neeg phem thiaj ntshai txav ze koj.*
- *Yog koj tawm hauv taj laj los es pom neeg ncig los yog nyob ze koj lub tsheb, koj hais kom tus tub ceev zov qhov rooj (security guard) ua koj luag mus ntawm koj lub tsheb. Thov kom nws tos koj tsav tsheb tawm tso nws mam rov mus.*
- *Yog tsis muaj hmoo es luag ho muab riam phom khoo tau yus lawm, kav tsij ua li luag hais. Yog koj tsis ua raws hais--tsis muab nyiaj, kab paus rau nyiaj/khoom--nyob tsa luag ho tuag yus.*

Qhov zoo ntawv txoj kev poob neeg no mas luag tsuas khoo kom yus muaj nyiaj rau luag xwb. Yog yus ua raws li luag hais ces, yus dim dawb tsis raug dab tsi phem li. Sawv daws ceev faj nawb!

Fresno tus cai txwv tsis pub haus luam yeeb hauv tsev ua noj ua haus

Fresno, CA--Hnub Tuesday, tim 20, 4 hlis ntuj 1993, cov nom tswv hauv Fresno City Council tau txwv tsis pub neeg haus luam yeeb hauv tas nrho cov khw ua noj ua haus (restaurants) hauv Fresno no lawm, txawm tias coob tus tswv khw tsis txaus siab kiag li. Yav tas los no mas tus tswv khw tseem muaj cai faib nws lub khw ua noj ua haus ua ob chav sij npaug zos--ib chav rau cov neeg haus luam yeeb hos ib chav rau cov tsis haus.

Txij li lub 5 hlis ntuj 1993 mus, txoj cai no yuav txwv tsis pub neeg haus luam yeeb hauv khw ua noj ua haus, tiam sis tshuav thaj tsam chaw lom zem xws li lab haus dej caw (bars) thiab chaw ntaus npas (bowling alleys and billard rooms), uas tsis txwv kev haus luam yeeb.

Cov nom tswv txwv tsis pub haus luam yeeb hauv khw ua noj ua haus no vim tias lawv xav kom sawv daws muaj kev noj qab haus huv. Txawm tias yus tsis haus luam yeeb los, cov pa luam yeeb yuav muaj peej xwm ua rau yus mob siab mob ntsws.

Election Results

FRESNO, CA -- Hnub tim 27, lub 4 hlis ntuj 1993, Jim Patterson raug peej xeem xaiv los ua Fresno tus Mayor tshiab lawm. Nws yeej Brian Setencich 54% tauj rau 46%. Yawg Patterson yog ib tug neeg ua lag ua luam; nws yuav khiav nws txoj hauj lwm tshiab rau lub 5 hli 1993 no.

Lwm tus nom tswv raug xaiv tsa thiab tus cai muab zog rau tus mayor hnub tim 27 lub 4 hlis 1993 muaj raws li nram no:

Fresno Mayor
- Jim Patterson.....54%
- Brian Setencich.....46%

State Assembly
- Cruz Bustamente (Dem) 57%
- Doug Vagim (Rep).....43%

City Council--Dist. 1
- Michael Wood.....52%
- Kathy Lowry.....48%

City Council--Dist. 6
- Linda Calandra.....50%
- Karen Blum.....50%

State Senator of District 16th
- Phil Wylman.....51%
- Jim Costa.....49%

Hmoob lub luag hauj lwm nrog Amelikas nyob Nplogteb

(Rog Nyablaj txuas tsab xov xwm 3 los...)

Thaum Amelikas hnov li no, lawv thiaj tuaj ntshiav Hmoob los mus pab lawv. Raws li Dr. Hamilton-Merrit hais, "Hmoob paub tej teb chaws ntawd thiab Hmoob yog ib co neeg uas hais li cas ua li ntawd. Tsis tas li, Hmoob nyiam nyob ib lub neej thaj yeeb Hmoob thiaj zoo siab pab ntsog Amelikas ua rog." Nws hais txiv tias, "Hmoob yog cov xwj qhauj seb Nyablaj Liab nyob qhov twg ces mam los qhia rau Amelikas. Thaum ntawd, lawv mam li coj dav hlaus mus tua." Tej zaum yuav yog li luag hais thiab tiamsis luag yeej hais tsi txog tias Amelikas ntxias thiab lav Hmoob npaum li cas. Amelikas yeej nco tsis txog tias Hmoob muab 20-30 txoj siav los cawm kom tau Amelikas ib txoj.

Tom qab xyoo 1964 uas tub sab tua Tsoom Fwv Kennedy tuag, London B. Johnson thiaj los coj Amelikas thiab ua tej hauj lwm Kennedy tau khiav nyob rau Nplogteb. Thaum ntawd, LBJ tau los txiav txim siab tias cia lawv siv dav hlau mus tua Nyablaj Liab xwb.

Lub caij ntawd, Dr. Hamilton-Merrit hais tias ntiaj teb sawv daws xav tias Amelikas cov "CIA" uas yog cov nav xwj qhauj thiab lawv cov dav hlau tua Nyablaj Liab nyob Looj Ceeb. Qhov yog thiab muaj tseeb mas lawv nyob Thaibteb. Thaum lawv mus tua Nyablaj Liab, lawv ya dav hlau hauv Thaibteb mus rau pem ciam teb Nplog thiab Suav mam li nqis los tua Nyablaj. Qhov no mus yog ib qho uas Amelikas tsis xav yuam txoj cai tau hais tseg tias Nplog yog ib lub teb chaws ntsuab ntsab.

Nplog thiab Nyablaj Liab sib tua tau 15 xyoo. Txog xyoo 1975, Amelikas thiaj xees daim ntawv tawm tsi tua rog ntsog Nyablaj Liab thiab tsho nws tus kheej tawm hauv Nyablaj qab teb lawm.

Thaum ntawd, Nyablaj Liab thiab Nplog Liab thiaj txeeb tau teb chaws Nplog. Peb cov Hmoob thiaj tau khiav tawg teb tawg chaw mus puv qhab ntuj; tus tuag tshaib tuag nqhi los muaj; tus tuag tuag nam tuag phom los muaj; thiab tus raug luag muab tshuaj los tuaj los muaj. Peb cov uas muaj hmoo thiaj khiav tuaj txog teb chaws no.

AIDS: Cov kab mob uas tsis muaj ib yam tshuaj yuav cawm tau

AIDS...txuas tsab xov xwm peb los.

Leej twg thiaj kis tau AIDS?

AIDS tsis txawj zam leej twg kiag li. Leej twg los yeej kis tau AIDS yog tias nws tsis ceev faj thiab tsis coj zoo.

Yam uas AIDS tsis kis?

Cov kab mob AIDS no yuav kis nyuab thiab koj yuav zam tau yooj yim heev. AIDS tsis kis li kas cees.

- Mob taub hau, kub taub hau, ua npaws, lwm yam yuav tsis kis.
- Chwv, tuav tes, sib nwj, thiab da dej ua ke txawm tias da nrog tus muaj AIDS los yeej tsis kis.
- Ntshauv, yoov , ntsaum, los yog kab tom yuav tsi kis.
- Khaub ncaws, xov tooj cua, los yog rooj tog zaum, thiab lub qhov viv neeg mob AIDS siv yuav tsis kis koj.
- Koj yuav tsis kis AIDS yog thaum nyob ua ke nrog neeg coob xws li hauv dav hlau, tsheb, tsheb nqaj, los yog tus ntaiv fais fab.

Tej kev phem uas yuav ua rau yus kis mob?

Yog koj coj raws li nram no, muaj ib hnub koj yuav kis mob phem xwb, txawm tias tsis kis AIDS los yeej yog lwm yam kab mob:

- Deev lwm tus neeg uas twb muaj cov kab mob no lawm.
- Siv koob txhaj tshuaj uas lwm tus neeg muaj kab mob AIDS twb siv lawm.
- Yog koj deev coob tus neeg--txawm tias poj niam los yog txiv neej--thiab ho tsis siv hnab roj hmab looj.
- Yog koj tsis ceev faj es koj tus kws kho mob tsis ua twb zoo kuaj ntshav ua ntej txhab rau koj, tej zaum koj kuj kis tau kab mob AIDS thiab.
- Yog koj to tes taws es kov tau lwm tus mob AIDS cov ntshav, koj yuav kis AIDS.

Yuav coj li cas thiaj zoo?

Koj coj li nram no thiaj zoo thiab koj thiaj tsis kis mob:

- Qhov zoo tshaj, caiv tsis deev leej twg kiag li.
- Yog deev no, tsuas deev tus yus paub zoo thiab ntseeg siab tau tias nws tsis muaj cov kab mob AIDS los yog lwm yam mob phem.
- Siv hnab roj hmab txhuaj txhia zaus.
- Tsis siv tshuaj los yog siv rab koob txhaj tshuaj uas twb siv ib zaug lawm.

Muaj pes rawg leej mob AIDS lawm txij thaum xub paub txog cov kab mob no los?

Txij li xyoo 1981 los txog lub 3 hlis 1993, muaj txog 289,320 tus tau qhia tias lawv mob cov kab mob AIDS no; 34,594 ntawm pawg no yog cov poj niam."

* *Source: The Fresno Bee, 5/9/93*

Dr. Yaŋg Dao *txuas phab 1 los...*

siab dhau li mas nws tseem yuav nqu daj nrog luag sib ntau thiab. Tiam sis, nws ua cov neeg phem ntawm tsaug. Vim lawv ua phem li rau peb ib tsoom Hmoob, nws thiaj rau siab kawm ntawv heev es seb puas muaj ib hnub luag thiaj yuav saib taus peb ib tsoom Hmoob sawv daws.

Tsis tas li, tom qab Fab Kis khiav rov qab lawm es Amelikas ho tuaj, Fab Kis cov nav xwj qhauj las sau ntawv xov xwm nyob Fab Kis teb cem Hmoob tias "Hmoob yog Amelikas cov niag qhev."

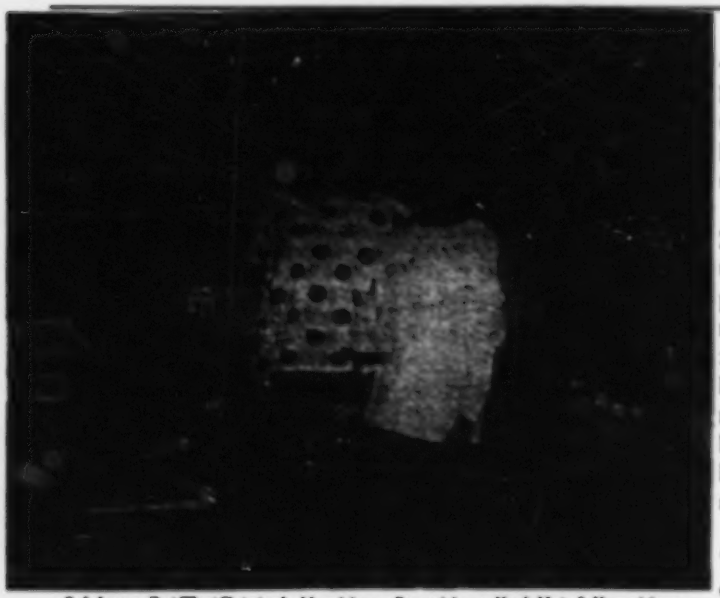
Dr. Yang Dao hais tias nws phau ntawv no nws xub ua tawm rau xyoo 1972. Qhov tseem ceeb tshaj plaws ntawm nws phau ntawv mas nws xav kom ntiaj teb neeg hu Hmoob ua "Hmoob" xwb es tsis txhob hu peb ua "Meo" ib zaug ntxiv li lawm.

Dr. Yang Dao ho piav txog Hmoob thaum Hmoob nyob Dej Dag, Suavteb thiab thaum Hmoob khiav los nyob rau Nplogteb. Nws ho tham txog thaum Fab Kis tuaj sau se ntawm Hmoob thiab nrog Paj Cai Vwj lawv ua rog Phim Npab. Tom qab ntawd, nws piav txog rov rog Nyablaj thiab piav txog thaum Nyiv Poom tuaj txeeb Nplogteb. Nws ho hais txog Amelikas cov CIA thiab Dr. Henry Kissinger lawv lub luag hauj lwm tuaj cawm Nplog.

Muaj ib qho tseem ceeb uas Dr. Yang Dao xav kom sawv daws paub. Nws hais tias "Thaum ub Hmoob tua rog ntsog Amelikas vim Hmoob xav tiv thaiv lawv poj niam tub se thiab lawv lub teb chaws. Tsis yog Hmoob tam mus ua hauj lwm rau Amelikas xwb. Lawv yeej tsis nyiam kev cai Nyablaj Liab."

Thaum kawg, Dr. Yang Dao hais tias yuav kom Hmoob vam meej, muaj kev haum xeeb, thiab nrhiav kev tau noj tau haus, Hmoob yuav tsum coj raws li no:

1. *Hmoob yuav tsum sib hlub Hmoob. Ib tug yuav tsum txhob thuam ib tug; sawv daws koom ua ib lub siab.*
2. *Txhob muab txoj kev tshoob kev kos thiab kev dab qhuas coj los cais kwv tej neej tsa. Txhob hlib tej qub lus puag thaum ub coj los hais.*
3. *Niam txiv yuav tsum rau siab txhawb nqa lawv tej me nyuam txoj kev kawm ntaub kawm ntawv.*
4. *Txhob muab lub xeem coj los cais txoj kev sib hlub. Txawm tias peb muaj ntau xeem los peb tseem yog ib tsev neeg xwb. Cov xeem no pog koob yawg koob lawv muab rau peb kom peb thiaj sib sau tau ua txij ua nkawm xwb.*



Sab laug: Paj Thaj Txiajtub, Nou Moua, Pang Moua, Yeeb Vaj, & Youa Moua

Police *txuas phab 2 los...*

koj puas yuav ntiav coob leej Hmoob los ua tub ceev xwm kom thiaj pab tau peb cov Hmoob thiab?" Chief Samuels teb tias yog leej twg kawm tiav, nws yeej ntiav lawv kiag xwb. Nws yeej txhawb nqa kom muaj coob tus Hmoob zuj zus mus ua tas luaj.

Zeb Xyooj chim heev rau tas luaj vim tias thaum laib tua mws tus nus Hmoob Vwj tom zos Vibnais hauv Fresno no thaum noj peb caug, tas luaj tuaj pab qeeb hwv lawm. Nws cem taw tes nki rau tus nai tias, "Tas luaj txoj hauj lwm yog los pab pej xeem xwb, es ua cas lawv ho txhom tsis tau cov laib tua kuv tus nus los kaw li." Chief Samuels teb tias nws cov tub ceev xwm yeej rau siab raws li lawv ua tau xwb. Thaum lawv txhom tau cov laib no mam coj lawv los rau txim. Paj Thoj teb ntxiv tias tas luaj twb txhom cov laib uas tua tus tub hlaus Hmoob lawm tias nis nws qhia tsis tau tias lawv yog leej twg.

"Thaum nej tawm mus sab nraud, nej txhob coj saw kub tawm cuab nphib tsam laib chua," Yeeb Vaj hais ceeb toom.

HMONG ADULT LITERACY PROJECT
Mayfair Elementary School
3305 E. Home Ave.
Fresno, CA 93703

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CUSD *txuas phab 1 los...*

Tsaws le tsaab ntawv has mas zoo le nuav. Xaav tas Moob cov miv nyuam kawm ntawv tom Clovis High School muaj le 25% ntawm cov Amelikas dlawb; yog le ntawd, thaum puab ndlav plaub tug xib fwb tshab twg, ib tug yuav tsum yog xib fwb Moob.

Ha txug kev txais, Thomas Russell has ntxiv tas yog leej twg xeem dhau daim CBEST (California Basic Educational Skills Test) los yog kawm tav ua xib fwb lawm, nwg xaav caw cov tuab neeg ntawd moog ntshav hauj lwm tsua tom CUSD hab.

Tsis taag le, puab muaj ib lub program kws puab tso cai tsua cov xeem dhau CBEST moog qha ntawv--puab hu ua "Emergency Teaching Credential." Yog leej twg tau qha ntawv raws le nuav, lub tsev kawm ntawv yuav muab nyaj hli tsua tug ntawd ib yaam le ib tug xib fwb qha ntawv hab.

Puab kuj muaj ib qhov chaw paab hu ua "Teachers Diversity." Puab yuav cov tuab neeg xws le cov ua hauj lwm paab miv nyuas kawm ntawv los yog txhais lug (classified), zoo le peb cov Moob kws ua hauj lwm nyob tsua tom tej tsev kawm ntawv. Yog puab txais leej twg tsua lub program nuav, lub tsev kawm ntawv kws ndlav tug

Nyeem CUSD, phab 4

Lus teb ntawm cov neeg nyeem tsab ntawv xov xwm no

Peb nyiam nyeem nej tsab ntawv xov xwm HMONG Parents Newsletter thiab ua neb tsaug uas neb xa tuaj rau peb.

Thaum wb nyeem tsab xov xwm no, wb xav tias tej zaum neb tsis khoom thiab siv sij hawm tsis txaus coj los ua. Vim li ntawd, nws muaj ntau qhov uas neb ntaus tsis yog. Wb muaj siab loj tias neb yuav zoo siab rau wb daim ntawv no.

Yog wb yuav pab tau neb qhov twg (zoo li sau ntawv txog Fresno Unified School District), thov neb hais tuaj rau wb paub.

Xa nrog daim ntawv no tuaj yog tsab ntawv xov xwm uas wb kho thiab muab tswv yim txhim kho.

P.S. Thov nco qab wb thiab. Wb xav tias neb yuav xa nej tsab ntawv xov xwm Hmoob tuaj rau wb ntxiv. Ua neb tsaug ntau ntau.

Cawv Vaj thiab Thoj Muas

(CawvVaj, Translator/Materials Developer thiab Thoj Muas, Southeast Asian Cúltural Specialist, nkawv ua hauj lwm rau Fresno Unified School District.)

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Ben Hawj Vwj

HMOOB, *txuas phab 1 los ...*

daim kib kawm ntawv tau zoo. Xis thiab Avonne nkawv ob leeg sawv cev ntawm peb ib tsoom Hmoob thiab ua rau peb ib haiv neeg zoo siab heev vim tias nkawv qhia rau luag tias peb rau siab kawm ntawv, kawm keej, thiab ua dab los peb ua tau. Zoo li no, luag thiaj saib taus peb ib tsoom Hmoob, txawm tias feem coob ntawm peb haiv neeg tseem txom nyem thiab poob qab deb heev. *Xis thiab Avonne, peb ib tsoom Hmoob nyob deb thiab ze qhuas thiab ua tsaug rau neb!*

Xyoo no Hmoob kawm tiav hauv Fresno State coob tshaj Nplog (13), Nyablaj (21), Qhabmeem (10) thiab Co (2). Tsis tag li no xwb, peb muaj Hmoob kawm tiav coob leej rau lwm lub tsev kawm ntawv. Nkias Xyooj, tus thawj coj hauv koom haum Hmoob xyoo no hauv Fresno City College, qhia kuv tias muaj ze ntawm 40 tus Hmoob kawm tiav "Associate of Arts Degree" los yog "Associate of Science Degree" hauv Fresno City College xyoo 1993 no. Ze ntawm 10-15 yog poj niam. Ntxheb Muas yog thawj tug poj niam Hmoob kawm tiav BA rau hauv Fresno Pacific College, uas yog lub tsev kawm ntawv ntiav.

Thov zam txim, peb tseem tsis paub xyov muaj pes tsawg tus Hmoob kawm tiav hauv National University, 4 C's College, thiab lwm lub junior college. Yog nej paub leej twg kawm tiav xyoo no rau cov tsev kawm ntawv haislos no, thov qhia peb.

Nyeem HMOOB, phab 4

"Memorial Day"
Hnub Hawm Cov Tub Rog

"Memorial Day" yog ib hnub tseem ceeb heev hauv teb chaws Amelikas no. Lub 5 hlis ntuj, hnub tim 31 txhua txhua xyoo, pej xeem neeg Amelikas thoob teb chaws no los so hauj lwm, teev thiab hawm tas nrho cov tub rog uas muab lawv txoj sia mus tiv thaiv Amelikas thiab mus cawm neeg ntiaj teb kom tsis muaj tsov rog.

Vim lawv muab lawv txoj sia mus kho thiab pauv qab ntuj khwb li no, peb thiaj tau zoo noj zoo haus tsis muaj tsov muaj rog, thiab muaj kev sib hlub haus sib ce. Peb ua lawv sawv daws tsaug ntau ntau uas lawv tau los cawm peb seej thiab theej peb txhoj.

Nam, kuv ua koj tsaug!

"Nam, kuv has rau koj tas, yog tsis muaj koj, kuv yuav kawm tsis tau ntawv. Yog muaj koj nyob ntawd paab saib kuv tej miv tub miv nyuam. Kaaj ntug tsig xwb kuv tub moog [kawm ntawv] lawm los kuv tso sab tas koj nyob huv tsev koj yuav saib puab hab. Tsaus ntuj nti kuv lug txug los kuv tej miv nyuam tseem noj qab nyob zoo le qub. Kuv ua tsaug tsua koj. Kuv xaav tas yaav tom ntej nuav, kuv yuav pauj tsis tau koj lub txaj ntsig, tab sis kuv yuav thov Vaj Tswv foom koob hmoov tsua koj kom koj muaj txuj sa nyob moog ntev dhawv."

• *Xis Thoj, ua nws niam pog tsaug thaum nws txais khoom plig. Xis kawm tawm hauv Fresno State University xyoo no los qhia ntawv hayv Nelson Elementary School.*

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Txiv neej tus yam ntxwv

Tus sau: **Teeb Lis**

Txiv neej lub siab tawv. Nws tsis quaj taug li poj niam vim nws tsis nyiam poob ntsej muag. Nws tsis ua nws lub siab tawm rau luag tej pom. Yam li nws tus poj niam mob, nws ntxhov siab kawg tiam sis nws txaj muag lees hais tias nws ntxhov siab los sis me siab. Qhov no mas yog nws zais nws qhov ntxhov siab.

Txiv neej tsis tshua hais txog tej qub lus. Tej yam twb ua tas lawm mas nws muab tso tseg thiab tsis nco ntxiv lawm. Tab sis, poj niam mas yog ib tug neeg nco ntev ntev. Yam li tej niam txiv tau sib ceg mas tus poj niam yuav coj tej lus mus xav ua phab ua pheev ntev ntev hmo mam li yuav ploj, los, sis cov lus ntawd yuav tsis ploj mus li. Thaum muaj lus tsis haum siab tuaj mas tus poj niam yuav rov hlib tej qub lus rov rau tus txiv mloog huv si.

Txiv neej siab ncoob: Nws hlub nws tus poj niam tiam sis nws xav ua tsis ncaj rau tus poj niam thiab. Nws mus yos hluas nkauj mas tim yog nws tsis hlub nws tus poj niam. Nws kuj hlub thiab tiam sis yog vim nws nyiam txoj kev ua si ces nws xav tias "Kuv hlub nyob hauv siab xwb tau lawm." Vim li ntawd, tej tus txiv neej lub siab ua ncaj rau tus poj niam tab sis lub cev ua tsis ncaj kuj muaj. Nws lam deev ib tus hluas nkauj los ib tug poj niam kom tau ua si xwb. Nws tsis hlub tus poj niam ntawd li los tau. Vim li ntawd, tus poj niam yuav tsum txawj txuag nws lub cev.

Tuaj txog teb chaws no lawm, cov txiv neej yuav tsum xyaum ua zoo vim tias thaum cov poj niam mus tham hluas nraug, peb sawv daws twb mob mob siab li thiab. Ib tug hlub ib tug xwb zoo dua.

Peb Hmoob Txhiaj Txhais

1. *"Kuv txhiaj koj txhais, koj taub hau tawg ua peb nplais" yog dab tsi?*
2. *"Tuaj deb saib yog ib daim zoov dub, mus txog ze nyias ev nyias me nyuam tub" yog dab tsi?*
3. *"Tsis hlawv los liab, tsis hliav los ntse" yog dab tsi?*
4. *"Muaj nplooj tsis muaj ceg, txiv txiv plhe leg" yog dab tsi?*
5. *"Muaj ceg tsis muaj nplooj txi txiv ntshoo nrooj" yog dab tsi?*

Cov ntsiab lug los teb cov txhiaj txhais saum no yuav tshwm tsab xov xwm tom ntev no.

Hmoob Fresno vam meej zuj zus

Tus sau: **Ben Hawj Vwj**

Fresno yog ib lub zos uas muaj Hmoob coob tshaj plaws hauv xeev California no thiab lwm lub xeev nyob hauv teb chaws Amelikas no. Tam sis no muaj ze ntawm 35,000 tus Hmoob ua neej nyob hauv Fresno. Hmoob nyob hauv Fresnno coob kawg mas koj txawm mus txog qhov twg los yeej pom Hmoob. Cov tseem txom nyem heev uas tseem thov nyiam luam noj los muaj coob; cov twb muaj hauj lwm ua thiab nrhiav tau noj tau haus lawm los muaj coob zuj zus ntxiv lawm.

Cov tub ntxhais kawm ntaub ntawv los muaj coob zuj zus mus kawm qib siab; ib xyoos twg mas kawm tiav coob tshaj xyoo tas los lawd. Xyoo no kiag xwb, peb muaj 27 tus kawm tiav hauv California State University, Fresno, thiab ze ntawm 40 tus kawm tiav hauv Fresno City College. Cov kawm tiav hauv tsev kawm ntawv ntiav los tej zaum muaj; cov kawm tiav high school mas muaj txog tsheej pua tus lawm xwb. Ob peb xyoos los no luag tsuas qhuas txog tub ntxhais Hmoob rau siab kawm ntawv thiab kawm tau zoo.

Hmoob txuj ci tseem muaj li qub. Txoj kev ua liaj ua teb, ua noj ua haus, hais tshoob hais kos, ua neeb ua yaig, teev vaj tswv ntuj los yog teev dab qhuas, kev saib xyuas kwv tij neej tsa tseem muaj. Xav mus qhov twg los tsis txhawj vim tias siv tsheb xwb. Txhua txhia xyoo, lub tsiab peb caug hauv Fresno no loj heev thiab lom zem tshaj plaws. Hmoob tuaj Nplogteb, Suavteb, Kanadas, Australia, Fabkisteb, thiab lwm lub xeev hauv teb chaws Amelikas tuaj koom nrog peb tib si.

Txawm tias peb Hmoob tseem muaj teeb meem ntau tsav ntau yam, muaj ib hnub twg peb yeej yuav tsum txhim kho tau xwb yog tias peb txawj sib hlub thiab txhawb nqa peb tej me tub me nyuam txoj kev kawm ntaub kawm ntawv. Peb cov me nyuam yog cov yuav los txhim kho peb Hmoob lub neej kom vam meej ntxiv lawm yav tom ntej.

Tam sis no xwb, kuv pom peb tsoom Hmoob nyob hauv Fresno twb muaj hauj lwm ua, muaj khw muag khoom noj haus/siv, koom haum pab neeg, thiab ntau tsav yam ua peb Hmoob teej peb tug.

"Hmoob Teej Hmoob Tug

- *5 tug xib fwb qhia ntawv*
- *4 lub xov tooj cua hais lus Hmoob uas siv sij hawm ntev li peb teev rov los, txhua txhia lis piam (asthiv).*
- *2 tshooj TV programs, ib asthiv txhwm ib zaug,30 nasthis.*
- *16 lub khw muag khoom noj haus/khoom siv*
- *2 lub khw muag khaub ncaws/khau*
- *2 lub khw muag tsheb.*
- *4 lub khw kho tsheb.*
- *1 thaj tsam chaw ua hauj lwm (Business Center)*
- *5 lub koom haum pab neeg nrhiav hauj lwm*
- *1 lub hoos maum kho/txhuam hniav*
- *1 lub hoos maum kuaj mob*
- *1 lub khw ntxhua khaub ncaws*
- *2 lub khw yeem duab (video productions)*
- *2 lub khw xauj thiab kho videos/TV*
- *2 tug tub ceev xwm; ib co tseem yuav tiv sai no*
- *1 tsab xov xwm siv lus Hmoob, tseb thooj ntaa teb*
- *2 lub hoos kas qiv nyiaj ua lag ua luam*

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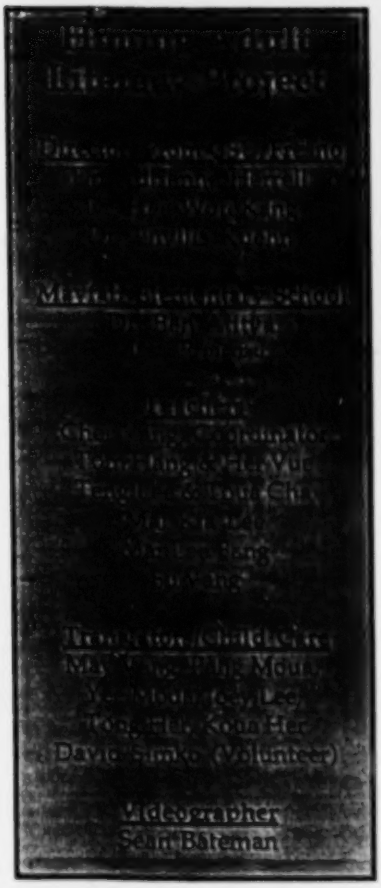

Xis Thoj, ruab rab, nrog nws tus txiv thiab nws tsev neeg, tuaj txais khoom pligtau Fresno State University.

HMOOB, txuas phab 2 los ...

Lub koom haum Southeast Asian Student Services Office hauv Fresno State kuj muab khoom plig rau tas nrho cov kawm tiav: Hmoob, Nyablaj, Co, Qhabmeem thiab Nplog. Cov coj noj coj haus ntawm tej pab pawg neeg no kuj raug caw tuaj hais lus qhuas lawv cov kawm tiav. Fresno State University tus thawj coj, Dr. John Welty, tuaj tos txais ib tsoom niam txiv kwv tij neej tsa sawv daws thiab.

Hnub tom qab, Sunday, lub 5 hlis, tim 23, Koom Haum Hmoob hauv Fresno State University tseem ua ib rooj mov rau sawv daws noj thiab muab khoom plig rau cov tub ntxhais Hmoob kawm tiav xyoo no. Dr. Tony Vang thiab Pao Xiong nkawv raug caw tuaj hais lus rau sawv daws. Nees nkaum xya tus Hmoob ntawm 4,600 tus neeg uas kawm tiav qib siab hauv Fresno State University xyoo no muaj li nram hav no. Thov zam txiv rau peb vim tias peb muab tsis tau cov npe ntawm tsoom phooj ywj Hmoob uas kawm tiav hauv Fresno City College xyoo 1993 no.

CSU, FRESNO GRADUATES 1993

Npe	Kawm Tiav
Thai Cha	BS, Business
Bee Her	BA, Liberal Studies
Koua Her	BA, Liberal Studies
Maixee Her	BS, History
Mong Her	BS, Business
Xao Saychou Her	BA, Social Science
Cheng Lee	BS, Industrial Tech
Txeza C. Lee	BS, Anth. & Ling
Yer Lee	MA, Education
Houa Saynoxung	MS, Social Work
Pao Ge Thao	BA, Engineering
Houa Thao	BS, Civil Engr
Christopher Vang	BS, Business
Kua Vang	BS, Survey Engr
Pao Pakoua Vang	BS, Industrial Tech
Sue Vang	BA, Industrial Tech
Bunty Vue	BS, Social Science
Patrick C. Vue	BA, Social Work
Cassandra Mee Xiong	BA, Natural Science
Chou Xiong	BS, Business
Der Xiong	BS, Comp. Science
Kalun Xiong	BS, Civil Engr
Khu Yang	BA, Social Work
Vang Pao Yang	BA, Natural Science
Tong Yang	MS, Education
Xo Yang	BA, Natural Science
Xua Yang	BA, Lib. Studies

CUSD txuas phab 2 los...

ntawd yuav them ib ntsaab nyaj hli tsua nwg hab nwg lub tsev kawm ntawv maam le muab ib ntsaab.

Yog mej muaj lug dlab tsi ntxiv es xaav paub, Thomas Russell xaav kom mej suav dlawg hu moog tsua nwg tom Clovis Unified School District. Nwg tug xuv tooj yog (209) 297-4000.

Hmong Adult Literacy Project
CSUF/Mayfair Elementary School
3305 East Home Avenue
Fresno, CA 93703

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HMONG
Parents Newsletter

HMONG ADULT LITERACY PROJECT
Funded by the National Institute for Literacy in cooperation with CSU, Fresno and Mayfair Elementary School of Fresno Unified School District

Vol. 1 No. 5
Fresno, California • June 1, 1993

Hmoob kawm tiav hauv CSU, Fresno thiab Fresno City College

Tus sau: **Ben Hawj Vwj**

FRESNO, California--Hnub tim 22, lub 5 hlis ntuj 1993, yog ib lub caij zoo siab rau 27 tus Hmoob uas kawm tiav xyoo 1993 hauv California State University (CSU), Fresno. Tooj Yaj, Ntxawm Lis, thiab Huamyuj Xaivyobvaj kawm tau "master's degree" hos 24 tug tau "bachelors." Muaj 4 tug Hmoob kawm tiav xyoo no yog poj niam; peb leeg twb muaj txiv thiab muaj me tub me nyuam lawm. Tsis tas li, muaj ob niam txiv hluas, Kuam Vaj thiab Maivxis Hawj, tib txhij kawm tiav hauv CSU, Fresno ua ke xyoo no. Muaj cov kawm tiav business (lag luam), survey and civil engineering, industrial technology, liberal studies (qhia ntawv), history, linguistics, social work, education counseling thiab lwm hom hauj lwm.

Ob peb xyoos dhau los no peb Hmoob kuj muaj ntsej muaj muag mus koom nrog luag vim tias peb muaj Hmoob kawm ntawv tiav coob zuj zus lawm, txawm tias kawm tiav rau qib siab qib qis los muaj tib si.

Qhov tseem ceeb uas ua rau luag ntshaw peb Hmoob mas yog peb muaj ob tug ntxhais Hmoob kawm tau zoo heev es ho tau txais ntau daim kib (Dean's Medal and President's Medal) los ntawm ob tug tsoom fwv tuav tsev kawm ntawv loj hauv Fresno State.

Xyoo 1993 no, Xis Thoj yog tus thib 2 uas tau txais Dean's Medal thiab President's Medal. Xis Thoj yuav los qhia ntawv hauv Nelson Elementary School pib lub 9 hlis. Xyoo 1991, Avonne Vah, uas tam sis no ua ib tug nurse hauv Valley Medical Center, yog thawj tug Hmoob txais ob

Nyeem HMOOB, phab 2

Hmoob kawm ntawv tiav CSUF. (Pib sab xis): Houa Thao, Kua Vang, See Thao, Thai Cha, Xua Yang, thiab SueVang
Tus yees duab: Hawj Vwj

Clovis Unified qheb kev txais xib fwb Hmoob moog qha ntawv

Tug sau: **Tom Haam**

FRESNO, California--Nub tim 29, lub 5 hlis 1993, lub koom hum hu ua "The Association of Southeast Asian Educators" caw Thomas E. Russell tom Clovis Unified School District (CUSD) tuaj ntsug puab thaam txug txuj kev txais peb cov neeg moog ua xib fwb qha ntawv.

Thomas Russell has tas CUSD muaj le 26,000 tug miv nyuas kawm ntawv nyob qeb K moog txug qeb 12. Ntawm 26,000 phaav tug nuav, 2,600 (10%) yog peb cov tuab neeg dlub hau (Asians); has txug peb cov Moob xwb, puab muaj le 1,536 tug.

Lub 5 hlis ntuj nub tim 13, 1993, David Sawyer, CUSD tug thawj tswj fwm tuav tsev kawm ntawv (District Superintendent), tau sau ib dlaim ntawv tsua cov thaaj khu kws nyob txhua txhua lub tsev kawm ntawv huv Clovis. Tsaab ntawv ntawd has le nuav:

"...peb xaav ua le kws peb tau has tseg. Peb xaav kom ib lub tsev kawm ntawv twg, tsawg kawg nkaus, mas yuav tsum muaj ib tug xib fwb qha ntawv lug ntawm peb haiv tuab neeg tsawg (Mev, Amelikas Dlub, hab peb cov neeg Esxias). Ntxiv ntawd, ib lub tsev kawm ntawv twg mas yuav tsum muaj xib fwb coob raws le tsheej pawg ntawm cov miv nyuas kawm ntawv..."

Nyeem CUSD, phab 2

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HMONG Parents Newsletter

Hmong Adult Literacy Project
Funded by the National Institute for Literacy and coordinated by California State University, Fresno and Mayfair Elementary School of Fresno Unified School District

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Fresno, California • July 15, 1993

"Khiav plis mus thawj tsov"

Tus sau: **Xaab Haam**

Koj puas tau hnov dua lo lus no: "Khiav plis mus thawj tsov." Peb Hmoob ces zoo li ntawd. Txij thaum ntuj tsim teb raug los, Hmoob yeej raug kev txom nyem ua rau Hmoob khiav mus thoob ntiaj teb.

Txij li thaum sawv daws nco thiab piav los, Hmoob muaj ib lub caij uas tsaus ntuj heev. Luag hais tias Hmoob khiav los nyob rau Dej Dag (Suav teb niaj hnub no). Hmoob nyob tsis tau ntev, zoo li cub tawg uas nyuam qhuav ciaj xwb, Suav tuaj tua Hmoob, txeeb Hmoob liaj ia teb chaws, thiab yuam Hmoob tej poj niam ua dev ua npua. Luag muab Hmoob cov txawj ntse tua pov tseg tibsi ces coj cov ruam mus ua qhev. Cov uas khiav dim ces khiav mus nyob puv roob puv hav, puv teb puv chaw. Tus tuag tshaib tuag nqhis los muaj. Raws li tej laus hais, cov uas khiav dhau, lawv los nyob rau Phabmabteb, Nyablajteb, Thaibteb, thiab Nplogteb.

Peb cov Hmoob Amelikas yog pawg uas los poob rau Nplogteb. Hmoob yog ib cov neeg xav nyob dawb nyob huv, nyob ywj siab ywj ntsws. Hmoob tsis nyiam mus thab plaub thab ntug, ua xaiv ua lug, los yog tiv nuj tiv nqi. Vim li ntawd, thaum Hmoob los poob rau Nplogteb, lawv thiaj li txiav txim siab mus nyob pem toj siab kom tsis muaj leej twg pom los paub lawv. Tom qab Hmoob mus nyob muaj vaj muaj tsev, lawv thiaj cog nplej, cog pob kws, yug qaib yug npua, thiab nyob ywj siab ywj ntsws.

Hnub tsis ntev, hmo tsis ntau, tsov rog twb caum cuag Hmoob dua lawm thiab. Vim li ntawd, Hmoob thiaj rov poob teb poob chaw ua rau peb tawg mus thoob qab ntuj.

Niaj hnub no, peb tuaj poob rau luag teb luag chaw, feem coob yeej tsis paub luag ib lo lus los yog ib tug ntawv. Tus laus tus hluas los yuav tau mus kawm ntawv. Tus muaj tus pluag, tus txom nyem li cas los

Nyeem Mus Thawj Tsov, 2

Maiv Lis Faaj qhia ntawv Hmoob rau cov me nyuam *Tus yees duab: Hawj Vwj*

Me nyuam kawm ntawv Hmoob

Tus sau: **Ben Hawj Vwj**

"Kuv kawm tau me me aiv," Ntsuab Muas, nyob qib 4, teb kuv luag ntxhi xwb thaum kuv nug nws tias seb nws kawm tau ntawv Hmoob zoo li cas. Nws hais tias thaum nws xub tuaj kawm ntawv Hmoob ob peb hli tas no mas nws twb "tsis paub li." Kuv kom Ntsuab nyeem ib kab ntawv Hmoob rau kuv mloog, nws twb nyeem tau me ntsis lawm--tab sis tseem daig tsim tsawv.

Yaj Vaj, ib tug tub nyob qib 6, hais tias nws tuaj kawm ntawv Hmoob vim tias "kuv xav kawm kom kuv txawj nyeem thiab sau ntawv Hmoob." Kuv nthuav phau ntawv *Xyaum Nyeem Ntawv Hmoob* uas yog phauv lawv siv hauv hoob es nws nyeem ib kab lus rau kwv mloog. Kuv taw tes rau kab lus "Zom mov kuam los noj." Vaj ntsia zoj xwb, nws yeej nyeem kab lus no npliag lias nrov tsawv, "Zom mov kuam los noj." Kuv paub tias nws zoo siab heev, paub ntsoov tias twb txawj lawm.

Teeb Xyooj A, tus tub nyob qib 5, los kuj nyeem tau nws kab ntawv "Lub nruas no nrov sab kawg" nrov rig thiab. Teeb

Nyeem Me Nyuam, phab 3

HAUV TSAB NO

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Mus thawj tsev, tsuas phab 1 los...

muaj. Kwv tij neej tsa ib tug ncaim mus lawm ib phab ntuj ua rau koj tsis pom kuv, kuv tsis pom koj. Niam ncaim tub, tub ncaim txiv. Kev nrhiav noj nrhiav haus thiab ib puas tsav yam tsis zoo li yav thaum ub. Tej nom tej tswv uas tuaj txog teb chaws no ces rov ua me nyuam tag--dab tsi los sawv daws yuav tau xyaum ua thawj thawj zaug xwb. Tsis muaj leej twg paub khwv noj khwv haus es tseem to tsoom fwv Amelikas yug peb xwb.

Qhov phem tshaj mas peb tsis paub hais tias tus twg yog neeg phem, tus twg yog neeg zoo li lawm.

Vim li no, cov pej xeem neeg Amelikas tau ntxub thiab cem peb cov Hmoob hais tias peb ces tsuas yog paub "ua [yug] me nyuam xwb." Tej lus no ua rau peb ib tsoom kwv tij neej tsa chim thiab tau cem Amelikas tias "lawv puas nco txog tej txiaj ntsim uas Hmoob tau pab lawv nyob Nplogteb. Lawv puas paub tias Hmoob muab Hmoob txoj sia mus pauv lawv kev tuag."

Ntaj hnub niam no lub teb chaws "yam neej" no tsis "yam neej tiam sis" tsuas muaj kev ploj kev tuag thiab kev tub sab tub nyiag ntau zuj zus lawm xwb. Qhov phem tshaj mas peb tsis paub hais tias tus twg yog neeg zoo, tus twg yog neeg phem li lawm. Txawm hais tias tsav tsheb los yog taug kev xwb, yus yuav tau ceev faj ram ho muaj neeg phem los tau thiab tua yus. Hauv Fresno xyoo 1993 no, peb twb muaj 2 tug Hmoob raug tub sab tua tuag lawm.

Peb tej tub tej ntxhais cov mus ua tub sab tub nyiag thiab ua laib coob heev lawm los muaj. Zaum no ces zoo li luag hais dab neeg, peb khiav dim plis lawm ho mus thawj tsov ces ntshe kawg nag tsov tom lawm xwb.

Nej ho xav li cas? Peb Hmoob yuav ua li cas peb thiaj li yuav khiav dhau txoj kev txom nyem no? Yog nej leej twg muaj tswv yim dab tsi no ho sau tuaj qhia peb paub thiab.

Yuav xaiv tus nkauj ntsuab zoo li cas thiaj yuav zoo rau peb ib tsoom Hmoob?

(Tswv yim los ntawm cov poj niam Hmoob kawm ntawv hauv Mayfair)

KHU HAWJ

- Xaiv tus kawm ntawv kom tiav thiab siab es nws thiaj pab tau nws thiab pej xeem sawv daws thiab nws paub txog kev cai Amelikas thiab kev cai Hmoob kom tag.

MAIV VAJ

- Xaiv tus ntxhais nkauj ntsuab uas paub qab hau thiab muaj yam ntxwv zoo thiab txawj hais lus rau lwm tus, thiab txawj hlub neeg.
- Xaiv tus kom loj thiab siab; hnoob nyoog 20-25 xyoos.
- Nws kawm ntawv siab.
- Nws hais lus zoo luag ntxhi thiab tsis khib oom.
- Neeg nquag pab niam pab txiv.
- Neeg txawj xav thiab muaj tswv yim los pab Hmoob.
- Muaj tswv yim los qhuab qhia cov yau kom lawv xyaum los ua neeg zoo.

NTXHOO LAUJ

- Xaiv tus 18 xyoo nws thiaj paub cai thiab txawj hlub niam hlub txiv thiab hlub kwv tij neej tsa sawv daws.
- Xaiv tus tsis loj, tsis siab, tsis rog, tsis yuav kom cev loj sib luag, ntsej muag zoo xwm yeem.
- Xaiv tus txawj hais lus zoo kom haum sawv daws siab thiab hais lus ntxim nyiam txawj xav.
- Xaiv tus mus kev haum lub cev thiab txawj ua yeeb yam zoo

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COV UA NTAWV
XOV XWM
(Newsletter Staff)

Cov sau ntawv:

Khu Hawj
Maiv Vaj
Mais Vaj
Vaab Tsaab
Ntxawm Yaaj
Hawj Xyooj
Mim Xyooj
Xis Xyooj
Zeb Xyooj

Xib Fwb
Tom Xaab Haam
Ben Hawj Vwj

Kev kawm txuj

Xib Fwb Tuam Tsab Hoob

Txoj kev kawm txuj siab tshaj lub ntuj. Txoj kev kawm ci siab tshaj lub ntsis. Tsis hais hom txuj hom ci twg, kawm tas tiam los tsis txaus thiab tsis tiav. Hmoob tej txuj ci tshuav ntau rau peb kawm. Ib co yog peb cov ntawv Hmoob, uas tsim tau muaj 30 tawm xyoo los no rau lub hli tas los; peb nyeem thiab sau tsistau ntawv Hmoob. Tam sim no, peb nyeem thiab sau tsab ntawv no tawm. Peb xav tias yog peb paub peb cov ntawv, peb tau hauj lwm sai ua, pab tau lwm tus, thiab pab tau peb tus kheej.

Peb paub peb cov ntawv, peb yuav tau hauj lwm sai dua vim tias niaj hnub no nyob hauv Kalifuanias no muaj cov hauj lwm ntau heev uas yuav txais cov neeg paub nyeem thiab sau tau ntau hom lus. Tsis tas li ntawd, tseem muaj cov hauj lwm txhais ntawv thiab. Peb paub peb cov ntawv peb yuav pab tau lwm tus.

Peb Hmoob muaj neej muaj tsav ntau nyob deb. Peb sau ntawv sib tham xwb. Peb cov paub nyeem thiab sau ntawv Hmoob twb pab tau ntau tus cov niam txiv uas tsis paub ntawv Hmoob los lawm ntau zaus. Yog tias peb tsis paub peb cov ntawv peb yuav nrhiav tsis tau ib txoj kev yuav los

Nyeem Kawm Txuj, phab 3

Ua Ntawm Txuas phab 1 los...

hais tias nws twb paub nyeem thiab sau ntawv Hmoob me ntsis ua ntej nws tuaj kawm hauv hoob no. Nws hais tias nws xav kawm kom nws txawj ntxiv es nws thiaj li saib thiab sau tau ntawv mus xyuas kwv tij phooj ywg .

Cov tub ntxhais Hmoob kuv nug tas los no kawm hauv Maiv Faj hoob. Maiv Faj qhia ntawv Hmoob rau 25-30 tus me nyuam Hmoob uas nyob qib 1 mus txog qib 7. Cov ntxhais coob zog cov tub, tab sis cov tsis kawm es ho ua si sab nraud xwb los muaj ze ntawm 15 leeg thiab.

Maiv yog ib tug ntawm 7 tus xib fwb qhia ntawv Hmoob rau cov me nyuam yaus thiab cov laus hauv "Hmong Adult Literacy Project" tom tsev kawm ntawv Mayfair, uas pib thaum lub 1 hlis ntuj, hnub tim 19, 1993. Hauv lub program no, peb kuj qhia leb thiab computer rau cov laus kom lawv thiaj pab tau lawv tus kheej thiab lawv tsev neeg; lawv thiaj tsis thawj luag tej.

Ua ib tug xib fwb, kuv pom tau tias cov pōj niam Hmoob uas kawm kuv hoob--thiab cov me nyuam kawm Maiv Faj--mas kawm tau zoo heev lawm yog muab piv txog thaum lawv xub pib lub 1 hlis xyoo 1993 no. Lawv sawv daws hais tias lawv xav kawm lus Askiv yog muaj ib hnub twg peb thov tau ib thooj nyiaj los pab. Cov xib fwb loj saib xyuas uas tuaj Fresno State University tuaj tseem tab tom sau ntawv mus thov nyiaj tuaj ntxiv rau xyoo tom ntej no.

Xib fwb Maiv Faj txiav txim siab tso tseg nws hoob rau hnub tim 8, lub 5 hlis no, vim yog nws nrhiav tau ib txog hauj lwm los ua rau thaum lub caij ntuj sov (summer) no

Yiv Muas, Toog Her, Mes Vaj, thiab Kuam Her lawv zov me nyuam

lawm. Nws hais tias lub sij hawm ntawm txoj hauj lwm ntawd cov rau lub sij hawm nws qhia ntawv lawm.

Ib tug xib fwb, Tuam Tsab, mas qhia nws cov me nyuam. Tab sis xib fwb Maiv Faj tseem faj lus tseg rau cov niam txiv thiab me nyuam tias:

"Lub program no zoo heev rau cov niam txiv thiab cov me nyuam tuaj kawm ntawv Hmoob...Kuv xav kom cov niam txiv thiab cov me nyuam txhob tso kev kawm ntawv Hmoob tseg; kav tsij yeej meem kawm kom txog hnub tsis muaj ib qho chaw pab los yog qhia ntawv Hmoob lawm."

Cov me nyuam kuv nug--Ntsuab Muas, Teeb Xyooj, thiab Yaj Vaj--hais rau kuv tias lawv tseem yuav tuaj kawm ntxiv yog muaj xib fwb qhia lawv.

Kawm Txuj , txuas phab 2 los...

mus pab cov neeg paub tau pab los lawm no. Nws tsis yog pab tau lwm tus xwb, tiam sis nws kuj pab tau yus tus kheej thiab.

Nws pab tau yus vim tias yus yuav tsis tau mus thov lwm tus neeg pab yus lawm. Muaj leej twg thov thiab vam txog yus, yus tseem pab tus ntawd thiab yog yus paub yus cov ntawv lawm, nws yuav ua rau yus kawm lwm yam ntawv yooj yim.

Thaum kawg no, peb paub ntawv Hmoob, peb yuav ua tau ntau yam dua thaum peb tsis tau paub--xws li tau hauj lwm zoo thiab sai dua, pab tau lwm tus neeg, thiab yus tus kheej. Peb xav tau hais tias yog li no peb thiab nej cov tseem tsis tau paub nyeem thiab sau ntawv Hmoob yuav tsum tuaj mus thawj kws kawm.

Cov sau:
Tuam Tsab (tus xib fwb), Shelly, Sandy, Mala, Tiara, Kab Yeeb, Sue, Lana, Wendy, thiab Kab.

Mississippi nyab ntau pawg neeg, ntau lub zos, ntau lub xeev

Ntau lub zos nyob ze tus ntug dej Mississippi raug dej nyab, ua rau 30,000 tus pej xeem neeg khiav tawm lawv tej vaj tse thiab ib puas tsav yam ua lawv tsim. Tus dej Mississippi ntws pem qaum teb Minnesota mus rau qab teb Louisiana.

Thaj tsam uas dej nyab no los nag hlob heev es thiaj ua rau tus dej Mississippi phwj los tau ob asthiv los no. Tej liaj teb thiab qoob loo, vaj tse, chaws ua lag luam, thiab txhua tsav yam nyob ti ntug dej yeej raug dej nyab tag li. Cov neeg uas nyob ntu av no mas txom nyem heev vim lawv tsis muaj dej huv haus, tsis muaj hauj lwm ua, thiab tsis muaj chaw nyob lawm. Muaj 36 tus neeg tau poob dej tuag lawm thiab. Dej nyab li 540 lub nroog lawm.

Raws li hnov hais los, yuav siv li $5,000,000,000 (5 kuj) nyiaj los txhim kho thaj tsam dej nyab no thiaj yuav zoo li qub. Yav tom ntej no khoom noj khoom haus uas tuaj ntawm cov xeev no tuaj yuav kim vim tias muaj tej teeb meem no.

Hmong Adult Literacy Project

Directors From CSU, Fresno
Dr. Adrienne Herrell
Dr. Hee-Won Kang
Dr. Phyllis Kuehn

Mayfair Elementary School
Dr. Ben Atitya
Asst. Principal

Teachers
Cher Vang, Coordinator
Tom Hang & Her Vue
Teng Lee & Toua Cha
Mai Kia Lee
Mai Lee Fang
Fu Vang

Translators/Child Care
May Vang
Pang Moua
Joey Lee,
Koua Her

Videographer
Sean Bateman

- Yog nej leej twg xav sau xov xwm rau tsab ntawv no, thov xa tuaj kom txog peb rau hnub 7/25/93.
- Ib hlis peb luam ob zaug.
- The deadline to turn in articles for the next issue is July 25, 1993.
- This newsletter comes out twice a month.

Police Chief Joseph Samuels ncaim Fresno mus Oakland

FRESNO, California -- Police Chief Joseph Samuels yuav ncaim Fresno mus ua Oakland tus Police Chief rau lub 8 hli, 1993 no. Chief Samuels, 44 xyoos, twb ua ib tug tub ceev xwm rau Oakland (ze San Francisco) tau 17 xyoo dhau los ua ntev nws los ua Fresno Police tus nai rau lub 10 hli, 1991.

Samuels, thawj tug Amelikas dub los ua Fresno Police tus coj, hais tias nws ua twb zoo xav nrog nws poj niam ua ntej nws txais txoj hauj lwm pem Oakland, thiab nws ua tsaug rau Fresno cov nom tswv uas ntiav nws.

Samuels hais tias nws txiav txim siab ncaim Fresno vim tias nws poj niam tub se thiab phooj ywg tseem nyob rau pem Oakland tas lawm. "Nws nyuab heev," Samuels hais, thaum nws los tsev es vaj tse qhuav qhawv, txiam to xwb mas nws kho siab heev.

Samuels yuav tau txais $112,920 ib xyoos hauv Oakland, piv rau $100,000 uas nws tau hauv Fresno no.

Michael A. Bierman, tus nai saib xyuam zos Fresno, hais tias nws tsis tau nrhiav ib tug los hloov Samuels tam sis no, thiab tej zaum tseem yuav xav seb puas tsim nyog Fresno Police Department thiab Fresno County Sheriff's Department los sib sau ua ke es thiaj muaj zog thiab thiaj txuag tau me ntsis nyiaj los khiav hauj lwm pabrau pej xeem neeg nyob hauv lub nroog Fresno no.

Source: The Fresno Bee, June 30, 1993

Clinton mus sab laj nyob Tokyo, Japan

Xya hli hnub tim 7-9, 1993, cov nom tswv ntawm xya lub teb chaws--United States, Germany, Italy, Canada, France, England, Japan--uas muaj zog, muaj nyiaj tshaj thoob ntiaj teb no tuaj sab laj rau Tokyo, Nyivpooj teb. Lawv tham txog kev ua lag ua luam thiab ntaus tswv yim pab lwm lub teb chaws muaj tsov rog li Bosnia. Russia tus thawj coj, Boris Yeltsin, raug caw tuaj ntsib cov nom tswv hauv Tokyo thiab; President Clinton qhuas Yeltsin thiab cog lus tias Amelikas kam qiv nyiaj rau Yeltsin coj mus kho nws lub teb chaws Russia. Qhov no yuav qhib kev ua lag luam dav heev rau neeg Amelikas lawm yav tom ntej.

Suav nyiag kev tuaj teb chaws Amelikas

Raws li Amelikas thiab Mev cov kws zov nruab deg (coast guards) hais mas muaj peb lub nkoj thauj li 650 tug Suav uas nyiag kev caij nkoj tuaj ze San Diego yuav nkag rau teb chaws Amelikas thaum lub xya hli 1993. Feem coob ntawm cov Suav yog neeg laus plaub hau dawb paug. Yog txhom tau, cov Suav uas xwb tim nyiag kev tuaj khwv nyiaj txiag teb chaws no xwb mas yuav raug xa rov qab, hos cov raug nom tswv txhom thiab ntxub tim ub thiaj tso cai nyob teb chaws no.

Tsis ntev tas los no, ib cov tub ntxhais Suav hluas, uas nyiag kev caij nkoj tuaj teb chaws no, raug txhom hauv San Francisco thiab New York. Muaj yim tus tau yoo ntshaib thiab mob tuag lawm.

Hmong Adult Literacy Project
CSUF/Mayfair Elementary School
3305 East Home Avenue
Fresno, CA 93703

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Parents Newsletter

Hmong Adult Literacy Project
Funded by the California State Department of Education, Adult Education Office
Fresno Unified School District

Yog kuv kawm tav college, puas yuav muaj hauj lwm tau kuv na?

Tug sau: Xaiv Hmoob

Has txug qhov tug nug nuav los muaj tej twg yuav teb rau qhov tseeb. Yuav tsi tau es los muaj hlub lwm le los yuav tsi yog yuav teb los los muaj los cov kws kawm tau college tau ob peb xyoo tug kawm tseem nrhiav tau tau hauj lwm ua le hlub. Yog los nws cov kwv tij tom kawm yuav npaaj le cas los thaum kawm tav tsis tau hauj lwm ua?

Kuv tsi yog ib tug txawj txawj los yog kawm tsv qhov twg lug es kuv yuav pab zoo [illegible] Kuv xav qha nuv ntsis raws le kuv paub los ua tug pab rau cov tub ntxhais kws tseem tiaab tom kawm nyob rau tsev chool hab college.

Raws le kuv xaam pum, cov kws kawm ntawv tiag hab ntshav tau hauj lwm tua txawj cov kws tsi hau lawm ntau yaam. Qhov 1, cov tub ntxhais nuav kawm ntawv tau zoo. Puab txawm kawm 2 los yog 4 xyoo college los xij peem, cov tub ntxhais nuav kawm tau qeg kawg los yog tug "B" (3.0 GPA) moog tsis tug "A" (4.0 GPA) xwb.

Qhov 2, cov tub ntxhais nuav paub lug zoo. Puab has lug Amelikas nrov nyiaj nrug lug twg thaam los txawj thaam hab puav tsi tshee thaum puab has lug. Cov kws has tau lug zoo nuav thaum puab tseem tiaab tom kawm ntawv puab xam taus txog kev phooj ywg nrug luas lwm tug los yog dha kev koom hum ntawm puab lub tsev kawm ntawv lug puab puab los yog qib pawg neeg twg.

Qhov 3, cov tub ntxhais nuav kawm ntawv hab moog ua cov hauj lwm kws puab hu ua

Nyeem College, phab 2

HAUV TSAB NO

Thaum kawm college puas tau hauj lwm ua?
Yuav lwm haiv neeg
Jerry Bilafono
Fresno Planning Commission
Lus ua tsaug
Lus tshaj tawm qhia ntawv
HALIP Staff
Xov xwm rau 8-9 hlis ntuj
Labor Day

Tus yeej dawb [illegible]

Yuav lwm haiv neeg los ua txij ua nkawm - coj kev cai tshiab

Tus sau: Bee Yang

Koj yuav xav tias yog muaj ib nub twg koj tus tub [illegible] koj tias, Nws thiab [illegible] kuv yuav mus yuav [illegible] nkauj Suav, Amelikas los yog lwm haiv neeg)? Kuv [illegible] yuav dab laug tus ntxhais ntxawm? Nebpuas pom zoo?

Koj yuav teb nws tias, "Aws me tub es koj yuav los tau es [illegible] neb hlub wb xwb os, los yog koj yuav teb tias, "Tsis kam li os. Yuav Hmoob xwb thiaj zoo."

Ib kuag nram qab no Hmoob twb muaj nyab los yog yuav tias yog lwm haiv neeg lawm. Suav, Nplog, Co, Amelikas, Mev, Fabkis, thiab lwm haiv neeg. Ib co Hmoob mus yuav lwm haiv neeg vim tias lawv xwb tim tsis nyiam yuav Hmoob. Tab sis, kuv xav mas teem coob ntawm cov neeg no mas yog vim kev sib hlub.

Yog yus nyiam thiab hlub leej twg lawm, yus tsis xav txog tias tus yus hlub yog haiv neeg dab tsi; yus tsis pom tias nws yog

Nyeem Yuav Lwm Haiv Neeg, phab 2

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Jerry T. Bhatotitsan ntawv ib nawm ua ib ug Fresno Planning Commissioner

FRESNO, California, Hnub tim 30 lub 8 hlis, 1993 Fresno Bee sau tseg zoo xam hais txog Jerry Bhatoti (Jerry Sam Bhatoti) los yog Chej Thoj nis kwv. Jerry yog thawj tug Hmoob uas nom tswv Amelikas xaiv los ua tswv cev rau Hmoob hnub tseg tsaus.

Raws li Fresno Bee hais nws tias Jerry tshuaj ntsuam xyuas tau them tsis ntuab nyob nws zug nws cheng mus nyuam tus neeg nws ua, nrau hlob nyob thiab nws tau ua ib qho zoo meem rau tswv cev Jerry pib thaum nws ua ib tug neeg saib County. Thaum nws ua ib tug neej Lub xyoo no Greyhound Bus Station tau ua Jerry neej li lub lab koj nov hnub Jerry tseem ntaub lub khw nyob zoo ua neeg rau ib tug Hmoob uas 30 000.00.

Qoj peb hnub tom qab ntawd Jerry txawm mus cov xwm sij qhib qhov rooj hauv lub khw ua hlov tas lawm. Lub npe khw ntawd los tseem yog Jerry lub xwb. Yawg Hmoob tus tswv tshiab, thaj kom Jerry thim nws cov nyiaj rov qab rau nws. Jerry tsis kam thim. Yawg Hmoob thiaj coj Jerry mus hais plaub ces Jerry thiaj li swb. Xam thiaj kom nws them $140,000 rau tus tswv tshiab. Teeb meem tsis tas li no, Fresno Bee hais tias lub 4 hlis 1991, Jerry mus thov zam txim xam hais plaub kom lawv pub nws nyab nws cov kev

ntseeg hais lwm yam nws nyiaj ntau ntxiv ces nws thiaj li $60,000 ntxiv.

Thaum nej nco tau Bob Long, ib tug neeg xeem haiv Fresno City Council hnub ib co Hmoob pom zoo kom Mayor Jim Patterson xaiv Jerry los ua ib tug neeg saib xyuas qhov kev ua Fresno Planning Commissioner. Tej hauj lwm no yog ntog cov tom Amelikas ib yam. Hmoob Fresno thiab pom zoo tog tau ua ib qho kev ua tau ua tau. Thaum dhau Mayor Jim Patterson paub tias txog Jerry cov teeb meem los ua nws thiaj li xaiv Jerry. Tom qab ntawd Fresno Bee hais cov teeb meem tsis zoo los qhov xaiv Jerry pub, Jim Patterson thiaj li ntaj Jerry hais tias nyob li cov teeb meem no puas muaj teeb. Jerry tsis kam thim cov lub sij cov ntaub ntawv tseg tseg tau qhov teeb meem no muaj zoo tseg.

Hnub tim 1 lub 9 hlis, Jerry Bhatoti thiaj qhia ntawv rau cov Fresno City Council tias nws yuav tawm txoj hauj lwm no vim tias nws muaj teeb meem rau nws tus kheej. Mayor Jim Patterson hais tias tus neeg tshiab uas nws xaiv los ua Jerry txoj hauj lwm tej zaum yuav sis yog peb cov neeg dub hau los yog neeg Es tas lawm.

(Source: The Fresno Bee, 9/1/93)

Yuav kom Hmoob Neeg txuag ntxiv zoo

thiab txuj ci nam li kawm tom qab. Coob tus nyab los yog yaug yuav coj tau tsis zoo li niam txiv lub tsiab nyiam lub siab xav vim tias cov hluas niam no tus cwj pwm txawv cov laus lawm.

Peb cov niam txiv Hmoob lub siab yeej tsis kheev cia lawv cov me tub me ntxhais mus yuav lwm haiv neeg li. Tiam sis, yog ua zoo xav nej yuav tsum to tob tias lub neej no tsis yog cov laus lub; yog nej cov me tub me nyuam li xwb. Qhov zoo tshaj ces cia lawv pom leej twg zoo lawv yuav leej twg xwb thiaj li zoo.

Saib thiab pab Hmoob txy ntawm tshooj 49, txhua hnub Saturday, 8:00 teev tsaus ntuj. Thov qhia sawv daws paub

Hmong Adult Literacy Project

Koom Haum Hmoob Qhia Ntawv Kau Cov Laus

Thov tshaj tawm rau cov kwv tij neej tsa sawv daws. Yog nej leej twg xav kawm ntawv Askiv, peb pib qhia lawm. Peb qhia dawb xwb. Leej twg tuaj kawm los hau. Chaw nyob thiab sij hawm muaj raws li nram no:

Mayfair Elementary School
3305 East Home Avenue, Fresno, CA 93703
(Nyob ze txoj kev McKinley thiab First Street)

9/7/93 mus txog 12/16/93
6:00 p.m. - 8:00 p.m., Hoob 10
Monday thiab Thursday; 6:00-8:00 teev tsaus ntuj

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HMONG Parents Newsletter

Hmong Adult Literacy Project
Funded by the National Institute for Literacy and coordinated by California State University, Fresno and Mayfair Elementary School of Fresno Unified School District

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Nyablaj tua zos Phus Loos Me

Tussau Ben Her Vue

Kuv tseem nco qab txog peb txoj kev txom nyem thaum peb khiav tsov rog. Txij thaum kuv loj thiab paub tab me ntsis xwb, peb yeej khiav tsov rog lawm. Peb pib khiav tsov rog txij thaum Nyajlaj txeeb tau Moos Mauj ze ntu 1968 los txog xyoo 1978 kiag, uas yog thaum peb hla dhau dej Najkhoom los ua neeg thoj nam rau Thaibteb.

Xyoo 1972 yog xyoo kuv tsev neeg raug kev txom nyem hnyav heev thiab txaus ntshai tshaj plaws. Thaum no, peb nyob lub zos me me hu ua "Phus Loos Me" uas tsuas muaj kaum tawm yim Hmoob xwb; peb nyob kiag ntawm ib lub taw khaib ntxhab ntxhab tag kev li. Lub khaib no hu ua Phusloos (roob siab), uas Nyablaj yeej tuaj txeeb tsis tau ib zaug li vim tias nws ntxhab heev. Cov neeg nyob lub zos no yog neeg xeeb veeb xwb, tab sis tej zaum muaj thab ham Hmoob los yos hluas nkauj thiab xyuas kwv tij hauv peb zos. Txhia zaus Nyablaj tuaj nce khaib Phusloos mas peb tuaj nram zos no nuam yaj xwb.

Zaum no peb tsis keem tias yuav muaj xwm dab tsi rau peb cov neeg. Peb tsis paub tab sis hmo ua ntej Nyablaj tua khaib, lawv twb tuaj khawb qhov taub ncig peb zos tag lawm. Thaum qaib qua ib tsig xwb, phom pib nrov pig pig, pag pag pem khaib tuaj. Peb ib txhiaj sawv los ntsia zom zaws. Ib pliag zoj xwb, ua cas suab phom los ze zuj zus peb ntug zos, hnov suab Nyablaj nthe "niv naiv" qhov txhia chaw. Tos nco xwb, npes thiab lujtem tawg pig-poog ua pob ntseg lag tas. Hnov poj niam me nyuam quaj thiab nyiav zom zaws thoob zej zos! Mos txwv ya tuaj raug peb tej nqaj nthab ntshi cuag dais npuaj, kaum vaj kaum tsev raug mos txwv to tag. Peb--kuv niam, kuv txiv, tus muam yau, peb tug tij laug hlob,

Nyeem Phusloos, phab 2

HAUV TSAB NO

Nyablaj tua zos.....1
Bill Clinton.....2
Kev ua lag luam.....3
Hmoob qhia ntawv.....3
Xov xwm.....4

Japanese Garden, Woodward Park, Fresno, California. **Photo by Ben Her Vue**

Bill Clinton lub tswv yim lug khu kev tuav pov fwm kaab mob kev nkeeg

Tug sau: Xaab Haam

9 hlis ntuj, nub tim 23, 1993, Bill Clinton hloov nwg lub huam phaj lug has txug kev tuav pov fwm khu kaab mob kev nkeeg tsua txhua tug pej xeem neeg nyob lub teb chaws nuav. Nwg has tas txug caij Amelikas hloov lawm. Nqe moog ntsib kws khu mob mas tsua yog kim zuj zug lawm xwb. Cov muaj nyaj hab tau hauj lwm zoo ua es muaj "insurance" txha le yuav them taug tej nuj nqes nuav. Coj pluag hab cov tsi muaj hauj lwm yeej tsi muaj nyaj moog yuav tshuaj noj los yog khu mob le lawm.

President Clinton lub tswv yim mas zoo le nuav. Nwg xaav kom suav dlawg (tsi has tug muaj tug pluag los yog tug txawj tug ntse) muaj "insurance" khu mob. Cov kev paab (basic benefits) kws nwg xaav kom suav dlawg muaj muaj tsaws le ntsaag nuav:

- *Kws khu mob yuav tsum khu txhua tug*
- *Yog muaj mob, tug tuab neeg mob tau pw huv tsev khu mob*
- *Muaj kev paab txug kev ceev xwm*
- *Muaj chaw tsua yug moog kuaj mob ua ntej thaum yug tseem tsi tau mob*
- *Muaj chaw paab cov kis yeeb kis tshuaj*

Nyeem Clinton, phaab 2

Phusloos txuas phab 1 los...

thiab ib tug txiv ntxawm--pliab hauv av tag lawm es peb thiaj tsis raug mob xwb.

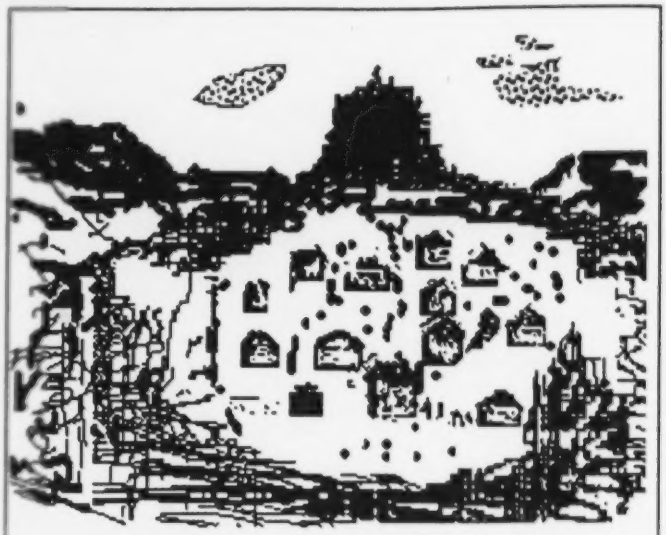
Nyablaj txawb ib lub lujtem rau txiv ntxawm Tooj Khwb Xyooj lub tsev nyob ob peb dag ntawm peb, ua lub tsev kub hnyiab thiab neeg tuag pawg lug, poj niam me nyuam raug mob tag nrho; ntshav txaws lo liab vog qhov txhia chaw. Niam ntxawm Tooj Khwb thiab ob peb tug poj niam uas raug mob ntawd ho phoj phoj los nkag peb tsev, puag rawv lawv tej me nyuam lo ntshav liab vog, thiab lawv thov peb coj lawv khiav tawm.

Niam ntxawm Tooj Khwb quaj laws rau kuv txiv. "Hlob Nkaj Looj aw, koj txiv ntxawm thiab wb ob peb tug me nyuam raug lujtem tuag tas lawm. Peb raug mob tas lawm thiab. Thov nej pab saib peb cov niag niam tub thiab..."

Kuv txiv ua tsis tau li cas thiab ces nws txawm teb tias, "Txhob txhawj, peb mam pab pug nej sob niam tub yog muaj kev tawm tau." Thaum ntawd, kuv txiv thiaj muab cov neeg raug mob no tiv thaiv peb kom Nyablaj txhob tau. Peb khiav tawm mus nkaum tom ib tug kwj deg nram qab zog, mus nyob tos peb ib co neeg. Peb mus hla Nyablaj tej kev uas lawv tuaj soj peb zos nag hmo tsaus ntuj, tseem hnov tswv luam yeeb ntxia thiab. Kuv tij laug Npis thiab txiv ntxawm Kab Yeeb nkawd yog ob tug hlob ces nkawd txawm khiav mus raws kuv txiv ntxawm Haus lawv pug nraum zos Npabhaib lawm. Yog nkawd nyob, tej zaum nkawd raug Nyablaj tua lawm los muaj.

Peb nkaum ntev li ob xuab moos ces suab phom ntsiag lawm. Ua cas txawm hnov neeg qw thiab tham pem zos tuaj, zoo li kwv tij Hmoob los nrhiav lawv cov neeg, rov los nyob hauv zos zom zaws lawm. Qhov tseeb mas yog dab (sub) ua ywj peb siab kom peb rov mus hauv zos. Kuv txiv mloog mloog ces nws txawm hais tias nws hnov txiv Tooj Pov (kuv txiv tus kwv nrab) lub suab hu peb, ntshai tsam txiv Tooj Pov txhawj txhawj txog peb ces kuv txiv yuav nyas rov qab mus hauv zos seb yog leeg twg tiag; nws yuav mus nqa me ntsis mov tuaj peb noj thiab mus nqa nws cov cuab yeej haus yeeb.

"Nej nyob nov nawb. Kuv mus zoj ib pliag pem zos tso kuv mam los. Nyaj tsis ntshai lawm hau." Kuv txiv tig ntsia peb ib vuag ces nws txawm nkag khawv khuav mus lawm, cia peb sob niam tub nrog cov niam ntxawm thiab lawv me nyuam raug mob ntsaj zawm zaws nyob nram kwj ha tom nws. Thaum no tshuav tib co niag poj niam thiab me nyuam xwb ces yeej tsis muaj leeg twg cheem tau kuv txiv li.



Zos Phus Loos Me, ntsia ntsoov tub khaib Phus Loos. Nyablaj nqis los tua pej xeem hauv tub zos no xyoo 1972. Peb tib tsev nyob nram qab kawg nkaus. Peb khiav tawm mus nkaum rau tub kwj ha nyob phab laug. **Tus kos duab: Ben Her Vue**

Nws mus zoj ib pliag xwb, ib pab Nyablaj los pom peb ntag; peb cov niag poj niam me nyuam quaj thiab ntsaj zom zaws xwb, Nyablaj ho tsis tua peb. Nyablaj taw taw phom rau kuv tij laug Neeg--thaum ntawd nws muaj li 8 xyoo--uas nkaum hauv ib kem qhov zeb, tab sis Nyablaj tsis nyem qib phom, ces lawv txawm sib tham thiab luag ib tsaug tas ces lawv txawm coj peb tus dej dawb nrog lawv mus lawm. Nyablaj mus dhau peb ib pliag zoj xwb, ua cas peb txawm hnov phom rov ib zag pem zos tuaj. Twb yog lawv tua kuv txiv ntag, tsis peb tsis kees tias yog Nyablaj tua [illegible].

Kuv txiv tsis muaj tswv yim es nws mus li tus xeeb veeb, qw ua lim ua lob ntshe tej zaum Nyablaj yuav tsis tua nws; tab sis nws pheej nyas li tus thab ham mus ces Nyablaj qhuas nws yog thab ham Hmoob ces lawv thiaj tib zuaj phom rau kuv txiv. Raug kuv txiv mob heev, tab sis nws tseem maj mam swb nws lub cev los txog ib lub tsag saum toj qhov peb nkaum tos nws.

Hnub twb yuav ntsheg, ua cas peb tsis pom kuv txiv rov los. Peb thiaj txhawj xeeb txog nws. Kuv niam, kuv, thiab tij laug Kos nkawd thiaj nce tsag mus soj seb puas pom kuv txiv thiab txiv ntxawm Tooj Pov nyob hauv zos. (Peb yeej tsis paub xyov txiv Tooj Pov thiab niam ntxawm lawv ua cas tas lawm.) Peb pom kuv txiv tab sis nws tsis zoo li qub lawm. Nws raug phom lawm.

"Koj niam e...Nyablaj tua raug kuv lawm es ntshe kuv yuav tso nej sob niam tub tseg. Koj cia li coj cov me nyuam mus raws txiv Huas lawv tom zos Npabhaib!" Kuv txiv hais rau kuv niam; nws pw ntawm ib tsob qab ntoo, ntshav mas meem mias ntawm nws xwb. Nws ntsej muag daj tag li vim tias nws lub cev los ntshav ntau heev lawm.

Kuv niam ntsia zoj ua cas yog kuv txiv tiag; nws tib sas mus khawm nkaus kuv txiv, tsa suab hlo quaj, cev loo tes mus plhws kuv txiv tob hau. "Koj txiv, raug koj qhov twg nas?"

Zaj dab neeg no yeej muaj tseeb raws li piav los saum no. Thov nyeem ntxiv rau tsab ntawv xov xwm tom ntej vim tias zaj dab neeg no tsis tau tas. Nyeem ntxiv seb Hawj txiv tus mob zoo li cas thiab seb lawv yuav ua li cas es lawv thiaj li khiav dhau Nyablaj Liab los rau Thaibteb.

Hmong National New Year Celebration/Tsiab Peb Cuag

December 25, 1993
to
January 1, 1994

Lub koom haum khiav dej num xyoo no yog Hmong National Council, Inc.

NAFTA: KEV UA LAG LUAM

Tus sau: ***Xaab Haam***

NAFTA (North American Free Trade Agreement) yog ib lub tswv yim uas Canada, Amelikas, thiab Mexico lawv tshwm sis los kho txoj kev ua lag luag. Yog tias Amelikas cov nom tswv sawv daws pom zoo li Tsoom Fwv Bill Clinton thiab, Amelikas yuav qhib kev ua lag luam loj tshaj qhov qub rau 15 xyoos tom ntej no. Peb lub teb chaws ntawm no yuav tsis pub muaj cov se ua lag luam (tarriffs), tso cai rau sawv daws muag khoom ntau npaum li cas los muag tau, thiab kho lwm yam teeb meem uas cais peb lub teb chaws no.

Coob tug nom tswv Amelikas thiab pej xeem huab hwm tsis nyiam lub tswv yim no. Lawv hais tias qhov no yuav ua rau Amelikas cov neeg ua lag luam khiav mus rau Mevteb vim tias lawv ndiav neeg ua hauj lwm ntsam tsawg tshaj li cov pem no. Yog li no, coob tug Amelikas yuav poob hauj lwm. Tsis tas li, yog cia Mev tuaj ua lag luag rau pem no, Amelikas cov lag luam yuav mus tsi taus vim tam sis no xwb twb muaj lag luam ntau dhau lawm es khoom twb ntau tshaj neeg lawm.

Tsoom Fwv Bill Clinton thiab ib txhia nom Amelikas ho nyiam lub tswv yim ua lag luam nrog Canada thiab Mexico. Lawv hais tias yog cov nom tswv Amelikas sawv daws pom zoo es txoj kev ua lag luam no qhib dav tuaj, Amelikas yuav muag tau khoom ntau tshaj yam tas los lawd rau Canada thiab Mexico. Yog li ntawd, yuav muaj hauj lwm rau sawv daws ua. Tsi tas li, txawm tias Canada thiab Mexico ob lub teb chaws no tuaj ua lag luam rau ntawd Amelikasteb no, lawv tseem yuav ndiav Amelikas cov pej xeem los mus ua hauj lwm. Qhov no yuav zoo rau sawv daws.

Cov uas tsis pom zoo kom muaj txoj kev ua lag luam no hais tias qhov uas yuav muaj hauj lwm ntxiv ntawd tej zaum yeej yuav muaj tiam sis, qhov uas yuav mus rau luag yuav ntau tshaj li qhov uas yus yuav tau tsov los pab yus lub teb chaws. Qhov no yog ib qho phem uas lawv xam pom tias yog peb tsis nkag yuav zoo tshaj.

Clinton txuas phaab 1 lug...

- *Muaj paab txug kev tu miv tub miv nyuas*
- *Muaj chaw paab tsua cov tuab neeg kws mob luj*
- *Muaj kev paab tuaj moog tom yug vaaj yug tsev*
- *Tsheb thauj mob los yuav muaj*
- *Muaj kev paab txug kev yuav tshuaj noj*
- *Muaj kev khu yug tej qhov muag hab pob ntseg kws tsi nov lug hab tsi pum kev*
- *Muaj kev paab txug kev txhuam nav tsua yug tej miv nyuas*

Cov kev paab kws Bill Clinton lub huam phaj yuav paab tsi txug muaj le ntsaag nuav:

- *Yuav tsi paab yog tsi tsim nyog paab*
- *Tsi paab yuav lub noog pob ntseg*
- *Yuav tsi paab yuav av tsom tej*
- *Yuav tsi paab yog yug ndlav ib tug kws tu mob (nurse) tuaj paab yug tom tsev*
- *Yuav tsi paab yog yug xaav khu kom yug zoo nkauj los yog zoo ntsaug xwb*
- *Yuav tsi paab yog yug tsi muaj miv khu yog yug tsi muaj miv nyuas*
- *Yuav tsi paab yog yug xaav pauv ua quas puj los yog quas yawg*
- *Yuav tsi paab yog yug moog pw tsua ib lub tsev khu mob kws nom tswv paub tsi txug*

Kev paab nuav paab dlawb los yog yuav them nyaj hab? Txhua yaam txhua tsaav yug yuav tau them tab sis them tsaw xwb. Piv txwv has tas koj ua hauj lwm, koj lub chaw hauj lwm yuav them txug le 80% thaum kwv muaj mob es tau moog pw tim tsev khu mob lawm. Tshuav le caag koj yuav tau them tom qaab. Yog has tas koj moog ntsib kws khu mob xwb, ib zag twg koj yuav tau them $10. Cov tshaaj tes koj lub chaw hauj lwm maam le them. Koj cov quas puj miv nyuas tej muaj mob los koj lub chaw hauj lwm yuav them txug le 80% hab. Yog koj ib leeg xwb, qhov ntau tshaaj plawg kws koj yuav tau them yog $1,500 ib xyoo twg ntxiv $360 nqe "insurance." Yog has tas koj muaj quas puj miv nyuas, qhov ntau tshaaj koj yuav tsaug them yog $3,000 txiv tsua $840 nqe "insurance." Nyob le cov tuab neeg txom nyem hab tau Medicaid, nom tswv yuav paab them puab tej nqe khu mob tuab si. Cov tsi muaj hauj lwm ua hab cov nwg ua nwg le hauj lwm yuav tau them nwg tej nuj nqes khu mob tuab tsi. Thaum nwg ua "income-tax," nwg maam le tshu tawm xwb.

Txhua leej txhua tug yuav tau txais ib dlaim ID khu mob. Feem coob, cov pej xeem yuav tsaug muab sau ua paab ua pawg nyob huv nwg lub lav. Cov nom tswv ntawm cov paab pawg nuav maam le moog yuav "insurance" tsua suav dlawg. Thaum ntawd, yus maam le xaiv seb yug nyam qhov "insurance" twg. Qhov zoo tej zag yug yuav tsaug them ntau dlua le qhov kws zoo siv nyog xwb. Qhov nuav tes nyob ntawm yug sab nyam xwb. Yug yuav qhov twg los tau. Yeej tsi muaj leej twg yuav yuam yug.

Koom Haum Hmoob Qhia Ntawv Rau Cov Laus

Thov tshaj tawm rau cov kwv tij neej tsa sawv daws. Yog nej leej twg xav kawm ntawv Askiv, peb pib qhia lawm. Peb qhia dawb xwb. Leej twg tuaj kawm los tau. Chaw nyob thiab sij hawm muaj li no:

Mayfair Elementary School
3305 East Home Avenue, Fresno, CA 93703
(Nyob ze txoj kev McKinley thiab First Street)

Txhua txua hnub Thursday thiab Friday
Thaum 5:30 txog 7:30 tsaus ntuj
Nyob hauv chav tsev 10 (Room 10)

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Hmong Adult Literacy Project

Director: Nyma S. Yia, Fresno
Dr. Adrienne Herrell
Dr. Hee Won Kang
Dr. Phyllis Kuchin

Mayfair Elementary School
Dr. Ben Aditya
Asst. Principal

Teachers
Ben Her Vue
Tom Hang

Child Care
May Vang & Za Moua

* * * * * * * * *

SPECIAL THANKS TO:

Cher Vang, Teng Lee, Toua Cha, Mai Kia Lee, Mai Lee Fang & Fu Vang for your time and effort in educating the Hmong parents at Mayfair Elementary School in the past 9 months. Also, thanks to Pang Moua, Yee Moua, Joey Lee, Tong Her, Koua Her, & David Simko for baby-sitting as well as Sean Bateman, camera person.

XOV XWM TSHIAB • 9 HLIS, HNUB 15 - 30 • NEWS

• **9/15/93**--FLORIDA, txij lub 9 hli ntuj los, tub sab tua tuag 9 tug neeg uas tuaj lwm lub teb chaws tuaj xyaus teb chaws Amelikas no xwb. Cov tub sab no yog cov tub hluas Amelikas uas muaj 18 xyoo rov hauv xwb. Ceev faj yog tias nej ho mus xyuav kwv tij nyob lwm lub zos loj nyob teb chaws no. Cov tub sab tub nyiag no tsom thaum yus poob zoo thiab tws kev lawm lawv mam poob yus xwb.

• **9/15/93**--Nroog FRESNO yog ib lub zos uas tub sab nyiag tsheb ntau tshaj lwm lub tau ob xyoos los no. Cov tub sab uas cov tub ceev xwm ntes tau muaj hnoob nyoog 13 mus txog 23 xyoos. Lawv hais tias 100,000 tug neeg twg, tub sab nyiag li 2,018 lub tsheb. Tsaib no tub sab nyiag cov tsheb Chevy Camaros, Corvettes, thiab muaj ntau hom pickup. Xyoo no tub sab nyiag cov tsheb ua xyoo 1970-79 los yog 1980-93 Oldsmobile Cutlass.

• **9/15/93**--Noradom Sihanouk rau pej xeem neeg Khabmeem xaiv tsa ua lawv tus huab tais los kav teb chaws Khabmeem mus lawm yav tom ntev. Huab Tais Sihanouk ho tsa nws tub [illegible]b, Narathid, ua ib tug nom thawj coj nta[illegible]vm ib pab pawg. Sihanouk tsa yawg Hun Sen, Khabmeem Liab tus thawj coj, los ua hauj lwm nrog Sihanouk. Ua ntev Sihanouk los lees ua huab tais, nws tau tsiv tuaj ua neeg thoj nam rau teb chaws Amelikas no ntau xyoo, vim tias teb chaws Khabmeem raug Khabmeem Liab thiab Kausmasniv kav lawm.

• **9-21-93:** Ib tug xib fwb loj hais tias poj niam ua poj niam txhua txhua hli tsis yog hais tias yuav ua los npaj xeeb tub xwb. Nws hais tias poj niam lub tsev me nyuam mas nws yuav tau los ntshav li ntawd ib hlis ib zaug es muaj kab mob dab tsi los thiaj yaug tau pov tseg. Yog hais thaum poj niam tsis ua poj niam lawm, lub tsev me nyuam yuav xeeb tsis tau tub lawm nws tsi zoo lawm.

• **9-24-93:** Ib lub nkoj mus tsoo ib tug choj uas cov lub tsheb nqaj thauj neeg hla nyob Alabama. Vim li ntawd, thaum ib lub tsheb nqaj los, tus choj lov ces lub tsheb nqaj ntawd thiaj li nphau mus rau hauj dej. Neeg tuaj coob li 44 leej. Cov tsaug mob li cas los muaj thiab.

• **9-26-93:** Teb chaws Amelikas yog ib lub teb chaws uas cov tub hluas ntxhais hlua raug tua tuag coob tshaj lwm lub teb chaws. 15 tug hluas ntawm ib pawg neeg coob li 100,000 tug thiab nyoob nyoog muaj li 15-24 yuav tsum raug luag tua tuag.

• **9-27-93:** Muaj txog li 4,000,000 tug neeg mus saib Yosemite National Park ib xyoos twg.

• **9-28-93:** President Clinton hais rau cov nom tswv tim United Nations hais tias Amelikas tseem yuav pab cov teb chaws nyob hauv qab ntuj no kom sawv daws tsis muaj tsov tsog. Tiam sis, Amelikas yuav tsis pab li yav tas los lawm. Txawm tias Amelikas yuav pab leej twg los ntshe yuav tau saib seb nws puas muaj nyiaj thiab puas yuav muaj nuj nqis dab tsi.

• **9-30-93:** Txog xyoo 2010, Mev yuav coob tshaj Amelikas Dub. Txog xyoo 2050, tib neeg yuav muaj txog li 392,000,000 tus. Tam sim no muaj 259,000,000 tus neeg.

Hmong Adult Literacy Project
CSUF/Mayfair Elementary School
3305 East Home Avenue
Fresno, CA 93703

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HMONG Parents Newsletter

Hmong Adult Literacy Project
Funded by the National Institute for Literacy and coordinated by California State University, Fresno and Mayfair Elementary School of Fresno Unified School District

Vol. 1 No. 12
Fresno, California • November 1, 1993

Project offers English class for Hmong adults

By Ben Her Vue

Hi. How are you?
Fine, thanks. And you?
Thanks.

It took Mai Vang some courage to walk to the blackboard and say these words in English before her teacher and classmates. She could say them quietly to herself but was just too shy to raise her voice, afraid that someone might laugh when she said something wrong. All of us in the class had to make her say it, and she finally gave in.

Mai Vang is not alone. Thousands of Hmong adults in Fresno--elsewhere in this country--are not motivated enough to learn a new language, a new culture, and new skills that can enhance their lives. In fact, a majority of Hmong parents rely heavily on their children for translation services on a daily basis. Old age, children or family responsibilities, and low self-esteem are common excuses for not learning English.

"I am too old to learn; school is only for young people," they would say. "I have too many children and have no time to learn," some parents, especially women, would say. Other parents with low self- esteem would not hesitate to say, "Dumb people like me cannot learn." Still, others would boldly say, "In this country, I don't have learn anything because my children will care for me."

The Hmong students in our English class, all women in their mid 20's

Class *continued on page 2*

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Project Staff.....4

Hmong parents take notes as teacher Ben Her Vue explains a lesson about personal pronouns in Hmong and English.

My view on Bilingual Education

By Tom Hang

What is bilingual education and how is it different from an ESL approach? What are the advantages and disadvantages of each? Should bilingual education be used in place of the traditional ESL method? In this article, I will discuss and share my opinions on these topics.

From what I know, bilingual education refers to situations when students are permitted to learn to read, write, and study other subjects in their primary language while they are learning English. As a result, many people feel that bilingual education should be the focus when it comes to teaching second language students. However, opponents of bilingual education disagree by arguing that it will hurt rather than help the students.

ESL (English as a Second Language) is a second language method which has been used for more than a decade now to mainstream second language students. Here is how this method works. Second language students are tested and placed in classes by themselves according to their levels. If a student speaks very little or no English, he/she will be

Bilingual Education *continued on page 4*

Class *continued from page 1*

to 50's, do not seem to have such excuses. These Hmong women attend my English class regularly, always seem eager to learn new things, so they can eventually be independent and help their kids at home. Many of them have risked their lives by walking or driving long distances across town--and sometimes across crime infected neigborhoods--to this tiny room at Mayfair Elementary School, trying to learn whatever they can in just two hours per night.

A few weeks ago, a new student, Chao Lee, 27, told me that she did not want miss class, even though her husband and children were all sick at home. She was so excited that she has the opportunity to learn English. Her sister, Mai Lee, also joins her in the class. For Xee Xiong, however, coming to class is probably the only time she can get away from back-breaking household chores and her young children, two of whom are twins and are not ready for school yet.

Regardless of weather and traffic conditions, these women usually find their ways to the class; they make the time to come to class and have a serious approach to learning. They are always ready to take new challenges. Most of them have attended Hmong classes since the project started on January 19, 1993. Currently, we have ten active students.

Are these Hmong students making any progress? Yes, both educationally and psychologically! They not only learn new skills to improve their lives, but also gain confidence in themselves. For example, when Mai and Chao Lee first came to my class, they were extremely quiet, always bowed their heads down with frown faces. A few weeks passed by, and they can memorize, say, and write their complete addresses with confidence and enthusiasm. And through their big smiles, you can see that they are no longer shy. Chao and Mai are living examples of success. In fact, all of our students have made positive progress. If you show them flash cards with pictures and ask them related questions, most of them can respond correctly--whether by a single word or phrase --inspite of their low reading level. A few of them--Mee Xiong, Her Xiong and Zer Yang--are ready for more challenging lessons.

Teacher Tom Hang, front center, shares the local and national news with the students before class begins. The newspaper is an important source of information.

My co-teacher, Tom Hang, and I developed an easy learning system that works like a bilingual dictionary. In this system, we write English words with pronounciations in Hmong in brackets, followed by the meanings or concepts in Hmong (for example, **dentist** [deeb-thim-s] = *kws kho hniav*). This idea works well with all the students, who are literate in Hmong but illiterate in English. Now, no one has any excuses that she can't read English! We have begun teaching with bilingual instructions since most of our students are literate in their primary language; there is evident that the primary language skills they acquired over the last nine months in this project helped them acquire English skills. This is a positive step toward the goals of the Hmong Adult Literacy Project.

Teaching these Hmong women new language skills can be challenging and requires lots of patience, but the experience has been rewarding. knowing that these people, who highly respect you, learn something to benefit their lives. Still, these women cannot attend class regularly without the strong support and understanding from their families, especially their husbands.

It is true that Hmong highly value education because they know that, as Dr. Kenji Ima, a sociology professor at San Diego State University, wrote in Yim Hmoob Magazine, "...Education is a key route to freedom." Unless Hmong have the desire for freedom, more specifically economic freedom, they will not seriously seek for opportunities from which to gain or take advantage of available resources such as this literacy program. *Freedom comes with a heavy price tag: strong personal commitment and sacrifice!*

All of the students in our English class deserved special recognition for their strong commitment to learning.

The Hmong Adult Literacy Project was funded by the National Institute for Literacy and was coordinated between Mayfair Elementary School and Fresno State University. Classes are held every Thursday, and Friday, from 5:30 to 7:30 p.m., at Mayfair School, Room 10.

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Nyablaj tua Phusloos Me

Tus sau: **Ben Her Vue**

(Zaj dab neeg no txuas los ntawm tsab 11, lub 10 hli ntuj)

"Koj txiv, raug koj qhov twg nas?" kuv niam nug.

Kuv txiv tsis teb, tab sis nws taw tes rau nws sab ceg xis, nws lub hauv caug. Peb ntsia kiag na has ua cas nws lub ceg ris sab xis to qhov cuag nyuj zom xwb, xyab nqas rau hauv av. Kuv niam cev loo tes mus qaws kiag kuv txiv lub ceg ris. Peb ceeb nkaus, ntsia tsis taus li...kuv txiv lub hauv caug raug mos txwv ua leeg thiab pob txha tawm dawb vog, ntshav cam ntseeg nkaws xwb, tsw nyoos ntxiag xwb. Tsis tas li no xwb, kuv txiv .seem muab riam hmo nws plab--hauv qab zawg tus kaus siab--kom nws thiaj tuag sai, tab sis nws tsis tuag. Nws khawb ib qhov av ces muab nws siv nyiaj choj faus rau hauv kom txhob muaj leej twg nrhiav tau yog thaum nws tuag lawm.

Saib zoj peb nyob tsis taus ntawm thaj tsam no ntev thiab ntshai tsam Nyablaj rov qab los pom peb dua...pom kwv txiv dua, kuv txiv yuam kom peb tso nws tseg es yeej meem khiav mus nrhiav txiv Haus thiab cov kwv tij lawv. Kuv txiv yog ib tug neeg loj thiab hnyav heev, peb ris tsis taus nws khiav tawm nrog peb. Kuv niam thiab kuv tij laug Kos nkawd thiaj maj mam muab kuv txiv nqa mus zais hauv ib lub qab pob zeb loj loj, muab ib daim pam rau nws vov nkaus xwb.

Peb cov me nyuam sawv daws--kuv ob tug tij laug, kuv, thiab tus muam ntxawm--cev tes plhws peb txiv taub hau thiab nyias quaj nyias twj ywm. Kuv niam thiaj hais rau kuv txiv tias, "Koj txiv, peb ntshais ntshais Nyablaj li ces peb cov niam tub yuav mus nrhiav kom tau cov kwv tij tso lawv mam tuaj muab koj. Thaum peb nrhiav tau chaw so lawm no me Kos wb mam nqa mov los rau koj noj nawb mog. Koj nyob es koj ntxhob ntshais nawb...peb hlub hlub koj li nawb."

Tas li no ces peb ua ib siab coj cov niam tub raug mob nrog peb khiav taug dej nqis hav lawm. Xyo kuv txiv quaj txog thaum twg nws mam ntsiag.

Peb ua tiag mus kom txog lub zos Qab Tsuas Kua Ntxhai, seb txiv Tooj Pov lawv puas nyob tid tos peb. Peb mus ib hnub tsis txog lub zos no, ces peb txawm nrhiav chaw pw ntawm Phauj Nyiaj Yeeb Thoj lawv lub tsev teb, uas ntsia ntsoo peb lub zos Phus loos Me. Mus taw ib hnub mas sab kawg nkaus, ntshai Nyablaj los ntshai, tshaib plab los tshaib, cov raug mob los ntsaj cuag dab tsi. Tas tseeb lau, thaum no ntxhov siab kawg nkaus li!

Kuv niam mam mus thov txhuv ntawm Phauj Nyiaj Yeeb lawv los ua kua dis los rau peb cov me nyuam noj ces peb txawm mus pw. Lam pw xwb, yeej tsis tsaug zog li.

Tag kis kaj ntug txoog xwb, peb twb sawv tas lawm. Kuv niam kom kuv, kuv tij laug Neeb, thiab tus muam ntxawm peb nrog niam ntxawm Tooj Khwb Xyoo thiab cov neeg raug mob ua ntej mus pem zos Qab Tsuas Kua Ntxhai, uas nyob ib nyuag ntu ze tsawv ntawm daim teb no. Kuv niam thiab tij laug Kos nkawd txawm nyiag kev rov qab mus xyuas kuv txiv puag tim zos Phusloos Me thiab nqa me ntsis kua dis thiab txhuv mus rau nws noj.

Kuv niam txawm cev tes los phlwm Nkauj Ntxawm taub hau thiab ntxias nws tias, "Kuv me ntxhais ntxawm nyob nrog nws tij laug Neeb thiab Lab [cov laus hu kuv ua Lab no xwb vim tias kuv yog tus tub ntxawg] mus pem zos Hmoob nawb mog. Nws niam mus xyuas nws txiv thiab nqa kua dis mus rau nws txiv noj tso nws niam mas los nawb." Nkauj Ntxawm coj coj taub hau xwb ces kuv niam thiab tij laug Kos nkawd txawm ua siab ncaim peb lawm. Nkawd mus qis hav hos peb mus nce toj.

Peb mus mus hnub ntseg kiag mam txog zos Qab Tsuas Kua Ntxhai. Ua cas txiv Tooj Pov thiab Niam Ntxawm lawv txawm nyob tid tos peb thiab. Thaum txiv Tooj Pov paub tias kuv txiv--los yog nws tij laug--raug Nyablaj tua rau tim zos Phusloos Me lawm no mas mob nws siab kawg nkaus tab sis nws ua tsis tau li cas li xwb vim tias Nyablaj tseem zov peb lub zos. Hnub qej kiag xwb, kuv niam thiab tij laug Kos nkawd phwb teg tsog los txog ntawm peb.

"Yawg Nkaj Looj puas khees me ntsis, niam tij?" txiv Tooj Pov nug kuv niam.

"Nws tseem zoo li qub nag hmo peb ncaim nws. Ntxhai ntxhai Nyablaj es me Kos wb nyob ib plig nrog nws xwb ces wb txawm kev los lawm. Tag kis tso wb mam rov mus xyuas nws."

Txiv Tooj Pov txuas nkaus, "Tsis pub neb rov lawm nawb! Tos mus cuag txiv Huas thiab cov kwv tij tso peb mam mus muab kom tau nws los kho. Neb puas nqa me ntsis mov los yog txhuv rau Yawg Nkaj mas?"

"Wb faj tau ib nyuag qab hnab txhuv rau nws, tab sis xyov ua cas nws thiaj noj tau txhuv nyoos? Wb muab ib npis loos dej rau nws thiab. Yog nws txawj txuag no yuav kav nws 2-3 hnub. Tab sis ntshai nws..."

Txiv Tooj Pov txais kiag, "Peb yuav tsum muab kom tau nws xwb. Tsaus ntuj lawm, peb pw nov: tag kis kaj ntug tso peb sawv daws mam lug toj lug pes mus tom Npab Haib es mam kom coj kwv tij sib ua luag tuaj muab Yawg Nkaj Looj."

"Ua li los tau mas," kuv niam teb, ntsia ntsoo zos Phusloos Me. Lub hnub nyob dai ncuj npoo roob, qab ntug dej rhuv xwb.

Thov nyeem ntxiv rau tsab xov xwm tom ntej no.

The staff of Hmong Adult Literacy Project wishes everyone a safe and enjoyable Thanksgiving holiday. (Nov. 25, 1993)

Bilingual Education *continued from page 1*

placed in ESL I. Usually, most students start here and climb their way up to ESL III. These classes are taught by native speakers for a specified period of time until the students have learned enough written and oral language skills before they can be transferred to the mainstream or regular classes. This can take as long as one to three years or even more for some students. The advantage here is that students start learning English from day one.

Most ESL students begin studying English at a very low level, for example, learning the English alphabet and/or objects such as books, papers, desks, chairs, pens, and pecils, etc. The disadvantage here is that since the students can't read, write, or speak English, they are not allowed to take any business or vocational courses like typing, computer literacy, accounting, finance, or economics. And, even if they are eligible, the students don't really have the language skills necessary to grasp the basic concepts of these courses. The worst part about this is that many students go through high school and are unable to graduate, and because they can't take career courses, when they get out, many cannot find work. Even if they do, it is usually those jobs at the low end of the scale that nobody wants them.

Stephen Krashen also discussed an alternative approarch to bilingual education, called "Sink or Swim."[+] In this approach, the second language students are placed in the same classroom with the native speakers and the regular curriculum is followed. Supporters of this method claim that the students learn more English since they are exposed to it everyday. So, the more exposure they have, the better off the students will be. Also, they will learn if they are surrounded by native speakers only.
Bilingual education, on the other hand, focusses on comprehensible input. Here, second language students are taught in their native language first, especially at the beginning stages when they are learning English. As the students acquire more and more English, they will be gradually withdrawn from the bilingual program and begin to take more English classes. In the mean time, they can take career or vocational courses which they might not get the chance in an ESL class. This is very important because if they cannot graduate, they at least have some job skills to prepare them for a better future. As for those who can make it and continue into college, they would already have some knowledge about the courses they will be taking, which means they will have a higher chance to finish college than those who start everything new.

As I look back, I wish I had a teacher who could speak my language (Hmong) and understood my culture. I feel that if I had a bilingual teacher, I would have learned more back in high school. I don't think that learning a subject in my language will hamper my ability to learn English. Rather, it should help me academically, and once I can speak, read, and write better English, the knowledge I acquired can be converted from Hmong to English as easily as when I flip flop my hand from front to back.

I recommend bilingual education for everyone whose first language is not English. A word of caution though, bilingual teachers hired should match the language and background of the students. For example, don't hire a Hmong teacher to teach a Lao student unless he/she can speak Lao, and vice versa. Doing so will only defeact the purpose of the program.

+Adopted from: California State Department of Education (1981). Schooling and Language Minority Students: A Theoretical framework. Los Angeles: California State University.

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May Vang
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Hmong Adult Literacy Project
Mayfair Elementary School, Room 10
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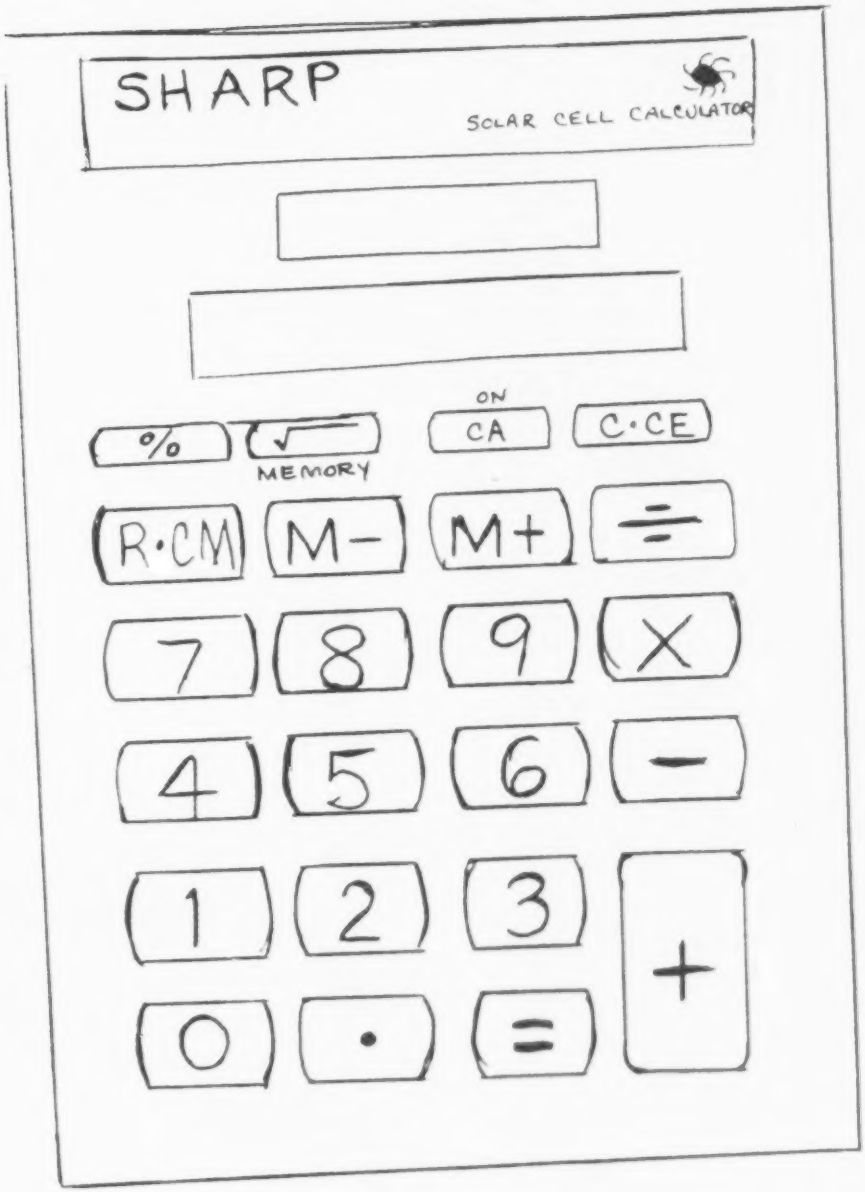
Appendix D:

Example of Math Literacy Materials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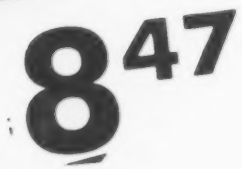

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(BAKE WITH BROWN SUGAR & BUTTER) **29¢** LB.

Buy:

10 lbs. potatoes

_____ x _____ = _____

3 lbs. cabbage

_____ x _____ = _____

2 lbs. tomatoes

_____ x _____ = _____

3 lbs. grapes

_____ x _____ = _____

10 lemons

_____ x _____ = _____

4 lbs. squash

_____ x _____ = _____

TOTAL _____

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CALCULATOR LESSON: ADD ON % TAX

number + number %

20 + 10% 22

Add on sales tax (not for food or medicine):

7.75%

$9.95 + 7.75% = $10.72 (round off cents)

Practice:

$18.72 + 7.75% = _____

$9.00 + 7.75% = _____

$89.99 + 7.75% = _____

$17.40 + 7.75% = _____

$5.900 + 7.75% = _____

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Taxable Shopping List: Multiplication and Addition

1 x _____ = _____

1 x _____ = _____

4 x _____ = _____

5 x _____ = _____

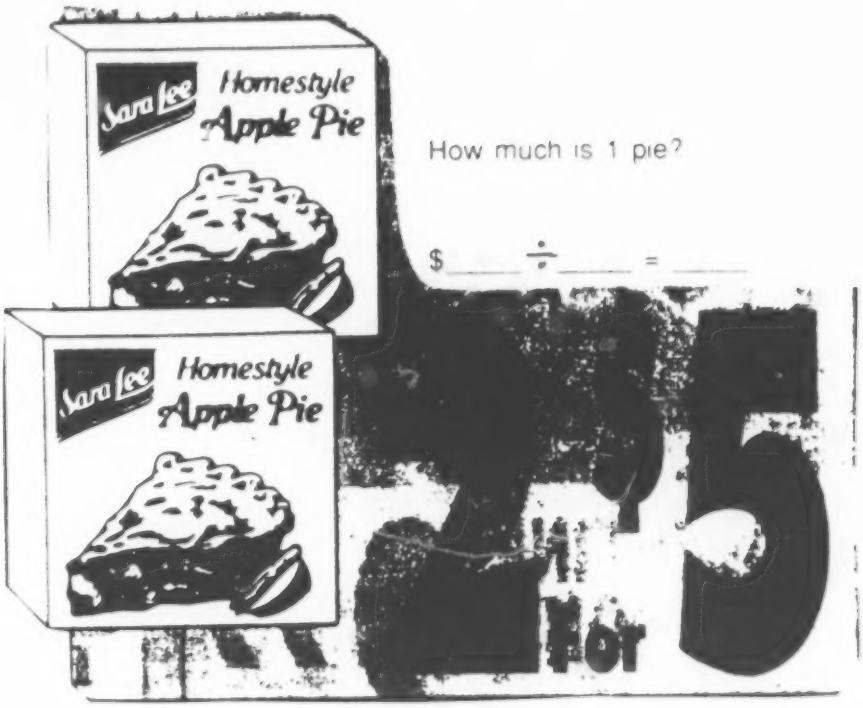
2 x _____ = _____

Subtotal _____

+ 7.75% tax _____ + 7.75% = _____

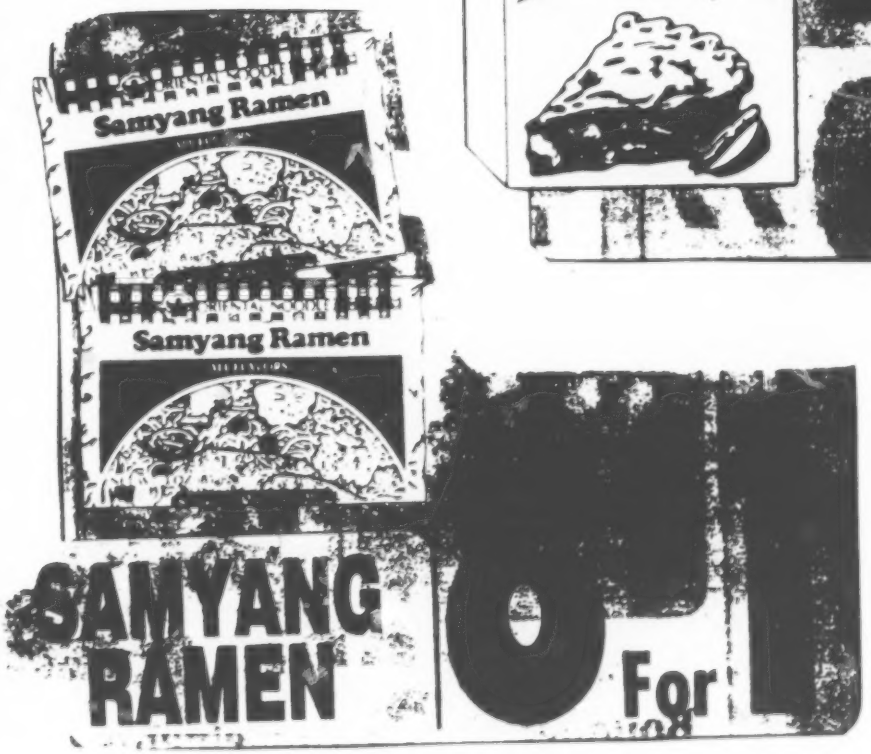
(total)

Division



How much is 1 pie?

$____ ÷ ____ = ____$



How much is 1 package of noodles?

$____ ÷ ____ = ____$

How much is 1 pound (lb.) of bananas? ____ ÷ ____ = ____

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Division Practice

Lettuce

2 FOR $1

How much for 1?

____ ÷ ____ = ____

4 FOR $5

____ ÷ ____ = ____

Fig Newtons
Nabisco
12 to 16 oz.

2 FOR $5

____ ÷ ____ = ____

BONNIE HUBBARD

YOGURT

ASSORTED FLAVORS

8-OZ. CARTON

3 FOR 1.00

____ ÷ ____ = ____

Comparison Shopping: Division

What is the price per pound (lb.) of the rice?

LONG GRAIN RICE
U.S. No. 1 Arkansas, Low, Low Price
20 Lb. Bag
JUST... **4.99**

___ ÷ ___ = ___

HOMAI
CAL ROSE RICE
$19.99 100-LB. SACK

___ ÷ ___ = ___

LUCKY ROSE CAL ROSE **RICE** 25-LB. **$6.25**

___ ÷ ___ = ___

RED BRAND, 4-LB. **GRAIN RICE** ..... **89¢**

___ ÷ ___ = ___

Which is the best to buy?

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Division Practice

12 for $1.00

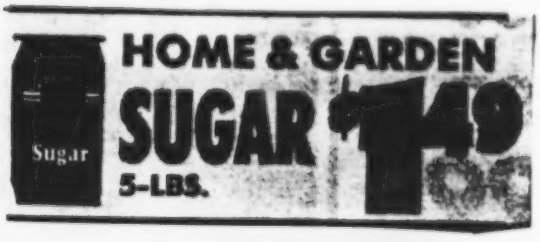
How much is 1? ____ ÷ ____ = ____

8 for $.72

How much is 1? ____ ÷ ____ = ____

How much is 1 roll?

____ ÷ ____ = ____



How much is 1 pound (lb.)?

____ ÷ ____ = ____

How much is 1 egg?

____ ÷ ____ = ____

How much is 1 pound (lb.)?

____ ÷ ____ = ____

5 Lbs. Sugar

1.38 ea.

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Coupons: Division or Subtraction

You must buy two. How much does each cost?

$____ ÷ ____ = ____

How much do you save with coupon?

____ - ____ = ____

Regular price = $1.89

How much for 1?

____ - ____ = ____

How much for 2?

____ x ____ = ____

____ - ____ = ____

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CALCULATOR LESSON: % OFF

number - number % (entry into calculator)

100 - 50% is 50

Practice:

500 - 10% = _____

120 - 10% = _____

$2.30 - 10% = _____

$112.60 - 10% = _____

$62.32 - 20% = _____

$18.99 - 25% = _____

$89.99 - 30% = _____

$52.99 - 50% = _____

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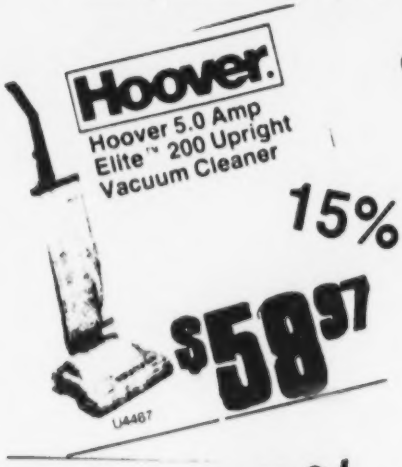
% Off Practice Plus Tax
On Calculator: number - number %



____ - 15% = ____

____ + 7.75% = ____

____ - 20% = ____

____ + 7.75% = ____

____ - 25% = ____

____ + 7.75% = ____

____ - 50% = ____

____ + 7.75% = ____

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CALCULATOR LESSON: FRACTIONS TO %

$\frac{\text{number A}}{\text{number B}}$ A ÷ B % $\frac{1}{2}$ 1 ÷ 2% = 50%

(shows order of entry into calculator)

$\frac{1}{2}$ = ____%

$\frac{1}{3}$ = ____% (round to whole %)

$\frac{1}{4}$ = ____%

Hmong Literacy Project

Fraction To % Practice

1/3 OFF

Lowest Ticketed Price

ALL SUITS

1 3 % = _____%

Suits cost $150. Sale price?

_____ - _____% = _____

$\frac{1}{2}$ Off

1 2 % = _____

_____ - _____% = _____

Appendix E:

Community Integration Examples

Tuaj kawm kev xyuam xim los pab koj thiab koj tsev neeg!

Thov caw tsoom niam txiv thiab kwv tij neej tsa Hmoob sawv daws tuaj koom lub rooj sab laj nrog cov tub ceev xwm Hmoob thiab Amelikas nyob ntawm tsev kawm ntawv Mayfair chav tsev noj mov. Lawv tuaj qhia txog kev xyuam xim rau nej kom nej txawj ceev faj nej tus kheej thiab nej tsev neeg. Lawv ua dawb xwb es nej sawv daws npaj lus tuaj nug los yog tuaj mloog lawv.

CHAW: Mayfair School Chav Tsev Noj Mov
3305 E. Home Ave. (nyob tom qab lub khw Save Mart ntawm McKinley thiab First sib tshuam)
HNUB: Friday, 4/30/93
SIJ HAWM: 6:00 teev tsaus ntuj

Come and learn how to protect you and your family!

The Hmong community is invited to meet with the Fresno Police Chief and Hmong Police Officers to discuss ways to protect you and your family against crimes.

Free Admission!!!

PLACE: Mayfair Elementary School Cafeteria
3305 E. Home Ave. (behind Save Mart)
DATE: Friday, 4/30/93
TIME: 6:00 p.m.

Coordinated by Hmong Adult Literacy Project in cooperation with Mayfair Elementary School and the Fresno Police Department.

2021 W. Dakota Ave., #213F
Fresno, CA 93705
May 9, 1993

Chief Joseph Samuels, Jr.
Fresno Police Department
2323 Mariposa Street
Fresno, CA 93721

Dear Chief Samuels:

On behalf of the Hmong parents of Mayfair Elementary School, we would like to thank you, Pa Thao Chiaxang, and Ying Vang for coming to educate our parents about crime prevention and safety on April 30th.

Your presence meant a great deal to all of us, especially to our parents and the Hmong community. We're very pleased with all the helpful information we received. It makes a big difference, and it shows that you care!

For your information, we would like to reinvite your Hmong staff (Pa, Pao, Ying, and Seng) for a half-hour television program tentatively scheduled for taping before a live audience on Saturday, May 22 or 29, 1993, at Channel 49's studio. This is a public service we would like to provide for our community and broadcast during the month of June 1993. The same crime prevention and safety information will be given to an estimated audience of 45,000 Hmong people living in the San Joaquin Valley.

We will contact your staff individually, but please share this letter with them so that they are aware of this plan.

Again, thank you for your strong support.

Sincerely,

Ben Her Vue/Tom Hang

cc: Dr. Phyllis Kuehn & Colleagues
Dr. Ben Atitya, Vice Principal, Mayfair School
Mr. Cher Vang

2021 W. Dakota Ave., #203F
Fresno, CA 93705
May 6, 1993

Brian Setencich
Councilman - District 1
Fresno City Hall
Fresno, CA 93721

Dear Brian,

On behalf of the Hmong Adult Literacy Project and its faculty and students, I would like to thank you for visiting the our Hmong class at Mayfair Elementary School on April 20th. Your dedication and commitment to serve the people of Fresno is what makes you a unique and caring leader.

We hope you will continue to lead in advocating for a better and safer Fresno for all to live, even though the election did not turn out in your favor. We wish you continued success in your journey to the top.

I enclosed an issue of the ***Hmong Parents Newsletter*** featuring an article about you coming to our Hmong class. It's written in Hmong, but the important thing is that you care.

Again, we thank you for your special appearance in our class.

Sincerely,

Ben H. Vue

Enclosure

cc: Dr. Phyllis Kuehn
Dr. Adrienne Herrell
Dr. Hee-Wong Kang
Dr. Ben Atitya
Mr. Cher Vang

Appendix F:

Examples of Q-Sort Protocol

Hmong Student Interview Date 1/19/93

Child's Name Mai See Thao Grade 4 Teacher Baiz

Age 9 Number of People in Family 11

People Living at home: Mother Father Grandmother Grandfather

Others _____

Sorting Activity:

Mother	Father	Grandmother (Brother)	Grandfather	_____	Teacher
A B C	A B C	A B C	A B C	A B C	A B C
D E F	D E F	D E F	D E F	D E F	D E F
G H I	G H I	G H I	G H I	G H I	G H I
J K L	J K L	J K L	J K L	J K L	J K L
M N O	M N O	M N O	M N O	M N O	M N O
P Q R	P Q R	P Q R	P Q R	P Q R	P Q R
S T U	S T U	S T U	S T U	S T U	S T U

Child's Comments during sort:

_____

_____

_____

_____

_____

Does anyone at your house read to you? Who? Yes, Brothers

_____

Does anyone at your house get letters? Who reads them? Brother

_____

_____

Who do you talk to in your family? Brothers

_____

_____

Additional Comments: _____

_____

B

M

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